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'A paranoid might be defined as
someone who has some idea as to
what is actually going on'.



A.M.S. Academic Affairs Present

Dick Gregory

Professional Comedian, Author, Civil Rights Leader, Former Presidential Candidate, Humanitarian

Speaks On

"Social Problems: Social or Antisocial"

Thursday, January 29th

Old Gym 12:30 P.M.

*Important Notice of
Representative Assembly Alma Mater Society:*

ELECTION

Nominations Open January 27th

Nominations Close February 3rd

Election February 10th

Positions Open:

PRESIDENT

VICE PRESIDENT

CAMPUS DEVELOPMENT

CHAIRMAN

PUBLICATIONS DIRECTOR

CHEIF ELECTORAL OFFICER

ATHLETICS Co-ordinator

TREASURER

COMMUNICATIONS

DIRECTOR

ACADEMIC AFFAIRS

CHAIRMAN

CLUBS DIRECTOR

11 STUDENT REPRESENTATIVES

Crowd slams Socreds



photo by john newcomb

Martlet

"AMS screwed around"

by Brian Gardiner

The University Alma Mater Society is in debt \$48,000. Treasurer Rick Bassett presented the financial review of the AMS at last Sunday's AMS meeting. The report was prepared by William McCreadie, a Chartered Accountant.

Blaming many things, Bassett said the AMS was "screwed around" and was "left holding somebody else's bag." There were a number of interesting revelations brought forward. Apparently because of another "screw-up" the AMS owes close to \$31,000 to the University but that "they don't know we owe it yet." The Saturday Pub was unsuccessful and lost money. Money made at the SUB Cafe and Pub often "never made it to the bank." It was simply ripped off.

The Martlet is now operating within its budget but a great deal of money is still uncollected because the AMS, which is responsible for seeing debts are paid, has failed to do so in the past. Apparently there are plans to start correcting the situation now.

The word "mismanagement" came up very often. Financial records were not kept and at one time the "General Manager forgot where he put \$20,000."

Things got so bad during the summer that the AMS had to borrow money from the Alumni

Association to make it until student fees from September came in. Bassett also said that in the past money had been transferred from trust accounts to cover up the debt.

Steve Howell, the Speaker, asked Bassett whether the situation was "more dismal than anticipated." Bassett answered with a simple "Yes." There was even a passing comment made about shutting the SUB down now and being just able to meet the debts. It was not thought the AMS could make it to September.

Asked how the debt might be cleared up Bassett said that there could be a fee increase or that student services could be cut. Bassett said he was "basically opposed to a fee increase" and that he couldn't see services cut much more than they are now. "As a student," he said he could see no permanent increase in fees unless there were new programs.

Despite the debt, the books are supposed to be in good shape. In fact, there is even a little cash floating around to meet day-to-day needs. According to Bassett it is now possible for students to come in and see the books and learn what the financial situation is. Since the AMS doesn't really know what to do, maybe you could drop in and see the financial statements. It is public information and I'm sure Rick Bassett wouldn't mind explaining it to you.

Last Thursday was protest day at the Parliament Buildings. The first of two back to back marches was the well publicized, but poorly attended ICBC production.

Faced with proposed Insurance Corporation of B.C. rate increases of from 100 to 200 percent, those affected by such increases were called on last Thursday to make their complaints known to the government.

Many people feel that the new Education Minister, Pat McGeer, is unrealistic in his suggestion that if they cannot afford such rate increases, they should sell their cars. But in spite of good promotion efforts, the ICBC protest march last Thursday morning had little backing. The march, scheduled to begin from Centennial Square at 10:00 a.m., was delayed to 10:15 a.m. with the hope that late arrivals would swell its ranks — the few optimists who had arrived at 9:30 a.m. eventually gave up their choice spots for observation in the centre of the Square, and joined the 60 - 70 others who drifted under and around the corner of the arcade.

Sharon MacBain of Community Action Group, organizer of the march, was undaunted by the poor attendance; in a body-cast but not to be slowed down or left behind, MacBain took the lead in a wheelchair.

Those who followed MacBain off the sidewalk and into the centre of Government Street were of one opinion: "Nobody cares enough to do anything when it comes down to being inconvenienced themselves, even when it hurts their pocketbooks." A dignified lady and gentleman in their early seventies, looking fit and determined, commented that "Of course, it's a working day for many people, but it is doubtful many more would turn out on a Saturday." A young mother toting an infant on her back wondered where "all the complainers are... I guess Victorians aren't used to the rain." Two men from Hope, B.C., had no illusions about it being the slight drizzle keeping people away. The two had, several years ago, formed what they considered the most successful club ever at their secondary school: "It was the Apathy Club, and not one person came."

A "whole busload" of people was supposed to arrive from Vancouver in time for the ICBC protest march, but evidently re-scheduled their arrival to coincide more closely with the Unemployment demonstration at 1:00 p.m. One man carrying a "No car — No Job" placard intended to participate in both marches. Just turned twenty-four years old and recently unemployed, he said he was looking at a "200 percent ICBC increase. That's more than my car is worth, but at least it gets me to work ... when I have a job."

Sidewalk observers of the ICBC march displayed different reactions. Some smiled, a couple cheered the marchers on, and others looked coldly down the ends of their noses. The drizzle increased to a steady rain, and a few drivers in oncoming cars gave the marchers a smile or honked their horns in encouragement. From under their umbrella, two elderly ladies called to a trio of truck drivers lounging in front of the IBM offices, "Come join us." The response from one of the truckers was, "I have to work for a living, babe."

The march at last straggled up the driveway to the front of the Parliament buildings, where Sharon MacBain abandoned her wheelchair and hobbled up to a good speaking platform on the steps. While newsmen, who made up 10 percent of the crowd, circulated with cameras getting personal statements, the marchers chanted "We want McGeer — OUT!" and sang "Are you sleeping, Pat McGeer? Don't you hear us calling?" A well-dressed, middle-aged man with a lot of lung power shouted comments about "Communists" and "pinkos", but gave it up when he received no assistance from the rest of the crowd.

While secretaries on coffee break watched indifferently from upper-storey windows, the crowd kept up its chants and Sharon MacBain made several trips in and out of the building to request that McGeer speak to the group. MacBain's first report was that "Mr. McGeer knows we are here and will try to come out and see us." After a second trip MacBain advised the damp demonstrators that Mr. McGeer was in

conference but would try to send out a representative; she also cautioned people to "quit smiling. You're not supposed to be friendly, so quit all that smiling." MacBain's third trip provided the information that the Education Minister was in a Cabinet meeting and would not be able to see anyone for 'awhile'.

After some 'boos' and milling about, some of the crowd decided that since McGeer would not come out, they would go in. A group formed at the entrance and about half of the marchers carefully leaned their dripping posters against the steps and proceeded quietly inside. Those waiting in the rain gave a few more chants and cheers, talked among themselves about how "darned wet and cold" they were, and began drifting away, some to gather again for the 1:00 p.m. protest about the unemployment argument.

The ICBC protesters did not see McGeer until late afternoon, when the stronger group of unemployment demonstrators forced their way into the Cabinet meeting. No decisions were made at that disrupted meeting, and no one knows yet how hard he will be hit by ICBC rate increases.

The second, rained out and almost called off on account of apathy, was the "Shovel Demonstration." This march was organized by the Vancouver Downtown Eastside Residents' Association for the purpose of confronting Human Resources Minister Bill Vander Zalm and the Social Cretins to demand decent and meaningful jobs.

After a considerable wait, the mob was greeted by Vander Zalm, the man that slammed the unemployed for allegedly abusing welfare privileges. A spokesman for the group, Mr. Bruce Eriksen, read a brief that outlined the position and demands of the group and pressed Vander Zalm for a public apology regarding his rash judgement of the honest, unemployed employables throughout the province.

Vander Zalm, amid "Seig Heils" from the disgruntled mass, slithered out from under the issue and bolted for the door, his complexion as red as a tulip. And that, as lacklustre as it may appear, was about all there was to it.



Dick Gregory will be speaking to the public on January 29 at 12:30 pm in UVic's Old Gym.

Gregory is well known for his political satire both in Canada and the United States.

"There is a great social revolution going on in America today," Dick Gregory declares. "And the wonderful thing about this revolution is that it is not Black against White. It is simply right against wrong."

"I woke up in Hell"

By Blossom Ludd

Martlet editor Doug Coupar has returned—he claims from the dead!

Coupar, who says he was kidnapped by Montreal hoodlums in the pay of a CIA assassination squad which has psychic links to the late U.S. president John F. Kennedy through the Chicago clairvoyant contacted after his disappearance by distraught Martlet staffers, returned to Victoria Jan. 7.

The youthful former Marxist says he was murdered by the 10-member squad on Jan. 3, went to Hell, Purgatory and Heaven on a three-day tour conducted by an archangel, and was returned to life on a beach in the Phillipines on the sixth.

"It was Cosmic," said Coupar.

"I've got religion!"

Coupar says he plans to write a book about his brief trip to the Otherworld. The book will be published by Martlet Publications and orders can be placed at the Martlet office upon receipt of \$5, payable to Hugo Fudd, Esq.

During his tour, the editor claims, he ate steaks in Hell with former Spanish dictator Francisco Franco, telephoned a friend in Edmonton long-distance from Purgatory and on the last day, played a threesome of golf with God and the archangel.

"It's so clear to me now," Coupar told an enraptured audience of retarded dwarfs in the Martlet office Saturday. "Dialectical materialism indeed!"

"The CIA squad shot me in the head after hours of terrible torture it was really awful, really," he said. "They told me that president Kennedy ordered them to do it."

"You can see the scars if you want to."

"When I woke up I was in Hell with Malcolm Muggeridge, he's a trusty there now. The guy in the Gulf Islands in a robot who was made in Hell by Albert Einstein. He's in Hell too for being a homo, but that's a long story..."

"Purgatory wasn't that hot, it's a big Holiday Inn, and the sheets were dirty."

"At least the food was predictable."

"Heaven was something else," he went on, "that's why I got

religion. But I can't tell you why... the guys in the flying saucer told me I'd turn into a pillar of salt if I tell ya."

If you want to find out who won the golf game, Coupar stated, you'll have to buy the book.

Anyone who doesn't buy the book will be melted, he added, with he ray guns the UFO pilots gave him.

Coupar claims that he was returned to earth in a UFO operated by the CIA-run Air America to spread a secret mantra he learned on the 16th hole of the Elysian Links. Prices are negotiable, he says.

"Capitalism's okay," he concluded.

Prominent scientist Max Edwards, who is in psychic contact with Uri Geller at all times, says he's examined Coupar and the story is true.

"Hey, did you hear the one about Eric von Daniken and the Hippopotamus," said the good Doktor.

"Neither did I!"

Geez, what's going on here? No Max, no! Please! ...Arrrgghhhh.

Max, I was ordered to do it, please.....

PLEASE REMAIN AT YOUR PAPERS, THE PRINTING PROBLEM ORIGINATES WITH THE PRESSES AND NOT YOUR COPY.

AMS bucks to Japan

A request for more assistance from an Alma Mater Society-sponsored exchange student in Japan was met with an extra \$20 per month by the Representative Assembly Sunday.

The RA members decided to send the extra cash in spite of "reservations about the program" expressed by student society president Clayton Shold.

Shold said he would recommend discontinuation of the program to the next AMS president because students who have taken part have not bothered to explain the way of life in Japan on their return to UVic.

The RA is considering serving draught beer in the SUB pub. This will have to be discussed at a later date however, since Dave

Bassett, responsible for a report on the topic was not present.

Matsqui prison inmates taking courses from UVic can now join the AMS.

The RA voted to offer all off-campus students \$5.00 associate memberships in the society.

SUB general manager Dave Clode has been to look into an alarm system for several doors in the SUB.

Clode was also asked to find out if "some type of mechanism" to hold open the doors of the new meeting lounges and the cafeteria area could be obtained.

The RA also accepted a payment of \$600 from the Graduate Students Society. This amount is paid every year in return for the use of the SUB by grad students.

Forsaken for survival

BY Fraser Homer-Dixon

Perhaps it is time people realized that certain freedoms often considered unassailable must be forsaken to ensure survival. One of these is the right to reproduce.

The human rights advocate will rise in anger at the mere mention of this possible infringement on human dignity; yet the restriction of reproduction by the state should be granted at least some unbiased consideration. As the world population passes four billion, increasing at 250,000 persons a day, does it not seem suicidal to continue on the present course?

While the human race myopically stumbles into the future the situation deteriorates with each passing day. As our population grows the average standard of living for this, and each succeeding generation, inexorably falls. The disparity between the rich and poor nations of the world is not decreasing, as many may imagine, but increasing exponentially.

The famed green revolution, a product of the biologists' discovery of certain hybrid strains of grain and the chemists' development of fertilizers and

persistent insecticides, has actually done the human race a disservice.

For a while it was considered feasible that the developing nations would eventually be self-sufficient in food production. But this has not come to pass. The revolution resulted only in an inflated population in these areas, which kept one step ahead of food production and made the hoped-for surpluses impossible.

Now, because of the sudden increase in the costs of petroleum-based fertilizers, because of the concern about misuse of insecticides and because of the evolution of diseases which attack the genetically identical crops, the green revolution has collapsed. We are left with a ballooned population.

It is not possible to feed these extra mouths, and thus the gloomy forecasts of mass starvation. If the industrialized nations had had the foresight to integrate the technology of the green revolution with population control aid before passing it on to the developing nations, we would probably not be in this position.

Let's not make the same mistake twice. Maintaining this

population at even a subsistence level by increasing food support only encourages its continued expansion. If we supply aid on the condition that population control measures are enforced we might be able to stop a disaster.

It is possible that the situation is already uncontrollable because of the inherent delays in the human system, delays which we cannot alter. Thus, it is virtually inevitable that even with drastic birth control the earth's population will exceed 10 billion within the next one hundred years. And after observing the treacherous international instability that now exists, it is hard to imagine the world avoiding total conflict when it is subjected to the pressures and strains of over twice the present population.

It seems that every function associated with human development is changing exponentially. The graph of our current population growth against time strongly resembles the structure of a graph that is familiar to biologists. This graph is of the population growth of a single-celled organism in a confined and limited nutrient solution. During the initial stages, the number of individual organisms increases rapidly. After a period of time the number stops growing and then precipitously collapses as the food source is exhausted and waste levels increase intolerably.

So far the human population graph exactly corresponds with the initial phases of this other population graph. It will be pitiful if the "supreme" species is no more capable of surviving within the confined space of the earth's biosphere than the simplest, least intelligent, single-celled organism is capable of surviving in a beaker of nutrients.

People can no longer expect that the luxury of unrestricted reproduction will be granted by society. This applies throughout this crowded world. In the future we will not have the right to breed, it will be a privilege.

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"Cable co-op half-assed"

The Victoria-based Capital Cable Co-operative (VCCC) and other community groups were all lumped together at last Sunday's Alma Mater Society meeting as groups with a "half-assed cause". Treasurer Rick Bassett made this comment when he was speaking against a motion that the AMS provide meeting room in the Student Union Building when it was asked for by the CCC. The motion was defeated.

President Clayton Shold had

moved the motion and voted for it but did not support it enthusiastically. He said that the motion would mean "support in principle" and that it was largely a "goodwill motion" that could possibly be changed to a subscription to the Co-op. Two other members also supported the motion.

Bassett said he was not in favour of the AMS providing free use of the SUB to groups outside the university. Martin Scott, the

Communications Director who at first thought that CCC was a commercial operation said that

he wanted to see students have priority over the facilities.

The CCC did not have a representative at the meeting but a quick review of their information brochure shows a well-thought-out plan to leave the present licence of Victoria Cablevision, a subsidiary of

Premier Cablevision, unrenewed, with the CCC picking it up. (The current licence

expires on March 31, 1976.) The CCC would be strictly non-profit and every cable subscriber would have "full and equal voting rights." A large number of influential people are the sponsors of the project. These include the former Mayor of Victoria, Peter Pollen, and Dr. Walter D. Young, the Chairman of

the Political Science Department of UVic.

Asked how they felt about the action, one bystander said that "in a case like this it is hard to determine what concerns students and what doesn't." Another person expressed concern that action like this tends to "isolate" the University and keeps up the image many people have of UVic being rather "unconcerned" with issues in the community.

NDP Club sets high priorities

The University of Victoria New Democratic Party held their first meeting of the new year last Wednesday noon in the SUB Upper Lounge. The club decided its priorities would be to get members involved in student

affairs and in community issues.

It was decided at the meeting that the club would support the proposal to have the controversial "DR" (which stands for courses dropped) removed from student records.

"This is a valid student demand," said an NDP member.

Concern was also expressed over the proposed ICBC rate hike. Many felt that the new rates would detrimentally affect students. Members wondered why the AMS

had not made their feelings known on this subject.

The meeting also dealt with a number of internal matters that will put the club on good ground for the rest of the academic year, as well as preparing it for the

renewal of activity in the 1976-77 university year. These included the possibility of preparing a newsletter and formalizing the party's responsibilities.

Anyone wishing to get involved can phone 384-8549.

Cable co-op a challenge in Victoria?

Capital Cable Co-operative, a cable subscribers' organization, has applied for the cable licence to serve the Victoria area.

The Canadian Radio-Television Commission, however, refuses to hear the application.

The commission has informed the CCC that only the renewal application of Victoria Cablevision Ltd., and

interventions, will be accepted for consideration at the forthcoming hearing in the Empress Hotel February 5. Victoria Cablevision's licence expires March 31.

All copies of the CCC application have been returned.

The organization, in a telegram to Jeanne Sauve, Minister of Communications, has described

the CRTC's response as unacceptable. The telegram requests the minister to direct

the commission to give the co-operative application a "fair and equitable hearing."

The CCC is also looking into the possibility of legal action against the commission.

AMS election

Final dates for next month's Alma Mater Society elections were set at Sunday's Representative Assembly meeting.

Council members voted to set

January 27 as the opening day for nominations to the 11 executive positions and 11 RA seats.

Nominations close February 3 and the election will be held February 10. All three dates are Tuesdays.

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DARK PLACE
AND SIT VERY
STILL, WILL ALL
THIS GO AWAY?

Martlet

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The Martlet is published every Thursday by the Alma Mater Society of the University of Victoria. Content is solely the responsibility of the Martlet staff. Opinions expressed within these pages are not necessarily those of the editor or staff of the Martlet.

One year mailed subscriptions are available for : \$5.00 Canadian, \$7.50 Foreign and Institutions.

The Martlet Newsroom is located in Room 108 of the Student Union Building, University of Victoria, Victoria, B.C., Canada.

Telephone: (604) 477-3611 Telex: 044-8222

Member Canadian University Press (CUP)

Printed at Port Alberni, B.C., in a union shop (GAU)

editorial

Guest Editorial by Abby Day

Last night I dreamt I was running across campus burning my maiden-form bra. At last I sighed, scattering the ashes, I know true freedom. Unencumbered by constricting cloth, I can finally call myself a -- but no, not yet. I remembered there was something else. I ran wildly over M-hut and wrote with trembling hand on a change-of-status form the magic word -- Ms. I proudly walked out, strong, invincible -- woman.

In case you hadn't noticed, and who could blame you if you hadn't, 1975 was International Women's Year. Perhaps the most often heard criticism was IWY was only a token measure, a sort of bread and circuses ploy by the U.N. to keep us quiet for awhile. And what did we get? Tokenism. Trivia. A few million buttons, posters and committees. A half-assed slogan which not only asked the eternal question -- Why not? but masochistically invited the eternal answer -- because!

Women's Action Groups across the world voiced this same criticism, a phenomenon which would be amusing if it were not so hypocritical. The sad part is that the attempts of women who are truly concerned with changing their legal status are too often lost beneath mounds of trivia.

The destruction lies in the down-grading of those women who do not see themselves as female eunuchs, who do not feel they have a fear of flying and who do not see 'kitchen' as a dirty word. With all the rushing around to get on committees, sign petitions and stage boycotts we seem to forget our first, basic obligation to ourselves as people.

So, we've gotten the short end of the stick for centuries, been denied civil rights, subjugated, degraded, etc., etc. but is putting a two year old child in a day-care centre 8 hours a day, five days a week an indication of enlightenment?

Is suddenly packing up and leaving a husband and children a measure of growth? Remember "Outrage Day"? How totally indicative of the common confusion attaining freedom as individuals and abdicating our responsibilities to other individuals. Let us not ruin our chances of being respected and admired as worthy people by deliberately engaging in action which can only be ultimately self-defeating.

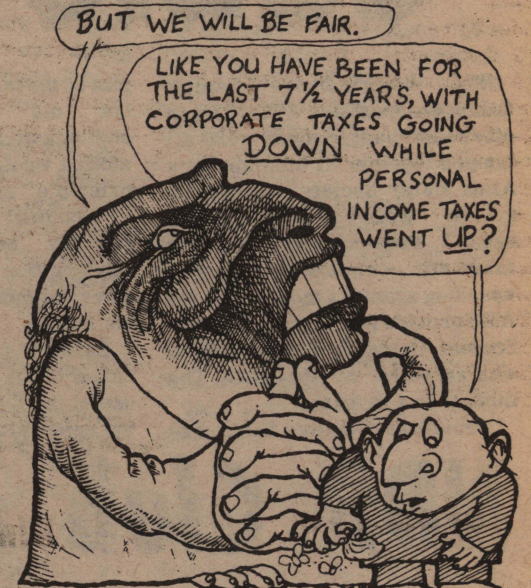
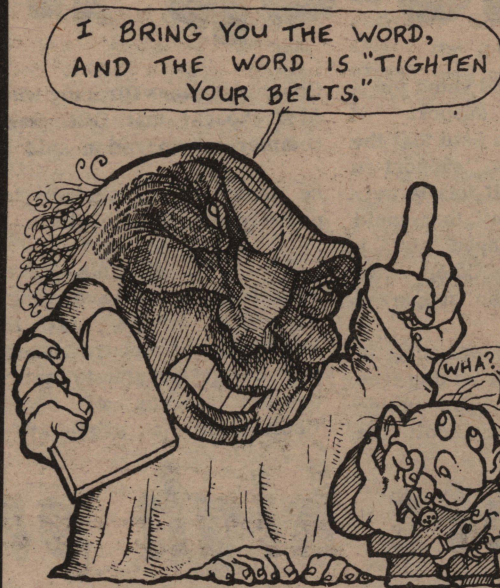
Perhaps there are women who actually want to be -- and find fulfillment in being wives and mothers. More power to them. There are also women who desire a career or profession in a life without children or husbands -- but these type of people usually do not need an organization behind them to get them where they want to go.

Liberation is more than a handful of slogans, an insistence on using the correct label, an obsessional involvement on committees. That's not even a start. It begins by realizing that as individuals we will always be exploited as long as we allow ourselves to be, and to change this does not involve labelling our brothers as pigs. The cry of the underdog is too often one of self-pity, but no matter how many committees underdogs join they will still be underdogs until they change their attitude about themselves.

Too often we allow the means to destroy the end, and it is the means not the end in this case which should be carefully re-examined. There is such an emphasis on involvement today that it has reached the point of absurdity. We must constantly prove ourselves as free by sitting on committees, going on marches, doing eight million other things and then having to apologize when we want to be alone. Is this freedom? Are we not truly free until we stop shaving our legs and start calling ourselves Ms.?

Perhaps when our collective concepts have been sufficiently broadened we will realize that freedom is too ephemeral to be captured by catchy phrases or even hinted at by mass demonstration.

If, as women and people we actually believe our sex destroys our possibilities of getting what or where we want, we've still got a long way to go, and even if every year was International Women's Year nothing will change until our opinions of ourselves do.



DANIEL EMERSON

Letters

Letters to the editor must reach us by Tuesday at noon for Thursday's paper.

We reserve the right to edit for style, length, libel, etc. Please remember that all letters for publication MUST be signed. We will withhold names upon request.

Letters may be brought to the office in person, dropped off in our box by the SUB office, or mailed to us.

Greetings

Greetings from U.B.C.:

As you know, the rates for automobile insurance are going up in February by a tremendous amount. From all the indications we've got from Pat McGeer, the Minister in charge of I.C.B.C., those under 25 years old are going to be especially hard hit. It appears likely that students will wind up paying at least 200 per cent more for car insurance.

I suggest we all send letters protesting the increase to McGeer, Bill Bennett and local MLA's. It may not do much but such an increase for car owners on a fixed income is simply intolerable. Let's flood the people responsible with paper.

Jake Van der Kamp
 AMS President

Ask Max

Editor, Sir:

No shit! It's true, I can really bend keys. Ask Max, he saw me do it. I mean really, the crap you have to take from two-bit vaudeville magicians and no-talent academics just 'cause I

hang around with UFOs....

You know, the other day I bent this key. It had to be the toughest key I ever bent, I mean, it really took a lot of effort. Sweated blood, I did. Oi! And what happens when I've finished bending it? Some clown walks up to me and says I faked it, says I bent it on the table top. He said he could see a mark. It was a coffee stain, for God's sake! The abuse we have to take to spread the truth: it's enough to kill you.

Tell Max he really has my sympathy. I mean, now that he's come out, as it were, he's going to get a lot of abuse from faithless turkeys on student newspapers, known chemists and bar room skeptics. A lot. I really sympathize.

Well, I gotta go now. If you see my new book, buy it. It'll bend your keys.
 With Sympathy,
 Uri Geller

Crane's plight

Dear Editor:

I am writing you with a grave concern about the plight of the Great Blue Warbling Crane. This beautiful bird is almost entirely extinct due to ruthless hunting by Japanese fishermen who use the grand bird's blue feathers for net-bait so they can catch tuna fish and in the process are destroying the entire Great Blue Whale population of the world. It's a terrible tragedy to see this beautiful beast of the air wiped out.

I think we should nuke the little yellow turds again. I bet you don't have the courage to print this. I know your kind: anti-environmental proto-Marxists sons of bitches (my apologies to the canine race) owned lock stock and barrel by the fishmongering Jap imperialists.

Hirohito to you...

SAVE THE GREAT BLUE WARBLING CRANE!

Sincerely,
 Dr. J.W. "Art" Rockwell
 American Institute of Ornithology
 Guam

Jack

Editor, Sir:

Why don't you leave Jack alone. You know what it's like to be dead. Sincerely,
 Jacqueline Kennedy

Martlet great?

Dear Sir,

It is always good to get news from home--even the occasional copy of the Martlet is no exception. The subscription that you are sending me is greatly appreciated by all those people here at Carleton who might have gone to UVic previously.

There is one thing though, that really amazes me...How did you manage to get Cliff Reid out of the gutters to write your Sports Column? (Just kidding, Cliff)

Keep up the good work and remember to have an Abby Day!
 Tony Wilson
 Carleton University, Ottawa

Clock is focked

Mr. Editor, Sir:

I am writing to protest the fact that the clock on the Clearihue Building does not work. It has not worked for quite some time now.

I have tried to call the president about it but he's never in. Whenever I look out my window I think it's eight o'clock. Last

comment

The Edsel Factor



by Arnold Edsel

Last week I was down at my buddy Bill's place, kitty-corner to the fabled Impress trying to get myself a job that actually pays. After running the gauntlet of Pat's place down the hall in the boarding house, where he offered me a gross of shovels to sell on a commission basis from a hardware store in the Okanagan, I found Bill curled up in a corner in his room, mumbling. As soon as he saw me he leapt to his feet, strode across the room, gripped my hand firmly and said "Howdy!"

"I need a job," I said.

"Have mine," he said.

"I'm a university student," I said.

"On second thought," he mused. "Are you from SFU?"

"No, UVic," I said.

"Never heard of it," he said. "But I suppose you university students are all the same."

"I need a job," I repeated. I was afraid he'd start mumbling again.

"There are thousands of university students that need jobs," said Bill, "in every civilized country in the world. And you know why?"

He looked directly at me.

"No," I said. He was starting to mumble again.

"It's all a case of simple economics, the kind of economics I specialize in. My father saw this whole situation crystal clear more than twenty years ago and tried to avert it. He told me that any nation rich in resources and manpower such as ours would one day be tempted to educate the masses. This was a tendency he'd noticed in many of the major countries of the world."

"Furthermore, he noticed that such nations that did educate their masses invariably fell into a state of disarray and soon fell into the clutches of the socialists. Even in nations where brave and valiant anti-intellectuals fought this rising tide of bolshevist sentiment, and had even appeared to have won, the delicate fabric of a free-enterprise society was irrevocably rent."

"Now to consider university students."

"Once a university education was the preserve of an elite corps of advantaged youth. With such an education these youths grew to control their nation with tact, wisdom, diplomacy and stability. Government and business was passed on from one elite to another, smoothly and with the minimum of upset. However this situation was too perfect. It worked. Everybody succeeded at what they were doing. Then they all wanted to move up. The workers didn't want to work, the managers didn't want to manage, the profiteers wanted more than profit. Decadence set in."

"The economic situation was thrown into turmoil. Suddenly for a long time there were not enough workers and then each summer there were too many. Summer job programs were created. Social programs were started. Gradually the machinery of socialism moved into place. People's dissatisfaction was isolated and played upon by the new breeds of academics and civil servants that evolved in this chaotic watershed of human development. All this simply because of university students."

"I think that's a little bit over-simplified," I said.

"I'm glad then, that's the purpose of simple economics." "But there is a solution?" I asked.

"Of course. Why else would we have simple economics, if not to provide solutions?"

"My father saw it all. His plan was to stop all of the problems of so-called modern society, the demonstrations, the protests, the social programs, the crimes, the complaining, the rising violence, the pornography, ..." His voice turned into a screech and he fell to the floor screaming out all the evils of modern society. Pat came running down the hall and hit him over the head with a shovel and he was all right again."

"Tell him the solution, Bill!" said Pat, waving the shovel in his face.

"The solution! Yes! The solution!" slavered Bill. "Dad says if you stop the process right before the free enterprise system works perfectly, everything will be fine. If you can stop the workers from not wanting to work and keep them working for some almost attainable goal, if you can stop the managers from not wanting to manage and if you can keep the profiteers just making profits in the same way then everything will be hunky-dory!"

"Yeah! That's right Bill!" said Pat waving his shovel in the air.

"But how do you stop it?"

"Easy!" said Bill, ecstatically. "Just keep the system from working too smoothly. Sell everything short. Use loss leaders all the time. If somebody is selling something for a dollar, sell it for less. That'll keep everybody working and working hard, and it'll keep everybody in their place. It'll keep the workers working, the managers managing, the profiteers profiting, the academics studying and the elite in control."

"O.K.," I said, "but what about getting me a job?"

"Hey, who do you think you are?" said Bill. "You're just one of these university punks. Why don't you go out and get a job, instead of bothering me! I've got a lot of work to do, repairing the ravages of socialism and all that."

Unsuccessful after all that I turned and walked down the hall.

"Hey, kid!" came a whisper from behind me. It was Pat again. "Listen, have I got a job for you! I'm going to give you a gross of shovels for a dollar each. All you have to do is sell them for a nickel and you can keep the nickel!"

Friday I thought it was eight o'clock when it was ten o'clock and I missed a date with my boyfriend and now he won't talk to me any more. He's going out with a big fat blonde and he won't even answer the telephone when I call him.

It's pretty bad when the university wrecks your love life just because they won't fix a clock.

Thank you for your attention,
Alexandra M. Wedbolt
Marg Newton Hall
(741520)

Edam raw

Editor, sir:

It's oka with me if you print this letter. I was feeling kinda blue and I thought I cheddar do something about it. I mean, I gouda do something to limburger up for my studies. It's the krafts, but at least I don't have to ask parmisan to edam raw. 'Swiss, anyway? You're getting caraway, Jack! It's enough to make Philadelphia cream. Wexford? is what I wonder. On Mother's Day mozzarella the place. Gotta go.

Pres. Perch

Editor, Sir:

Who is this President Petch guy, anyway? Never heard of him.

Sincerely,
President Ward Perch
Sedgewick Building

Pres. Peach

Editor, Sir:

President Petch? Who the heck is he? Certainly no one by that name here.

Sincer e y,
President Durward Peach
Sedgewick Building

Leake?

Editor, Sir:

Is there any place around here a guy can take a leake?

Thank You,
Dr. Drew Harquar
Cassiar, B.C.

Closet Climenhaga

Editor, Sir:

Whenever I write a letter to an editor it is not printed. Once I wrote a letter to the Vancouver Sun and they wrote me back thanking me for my interest. But, they said, they could not print my letter.

On other occasions I have written the Edmonton Journal, the Ottawa Citizen, the Prince George Citizen, Monday, the Times, the Colonist, the Penticton Herald, the Seattle Post-Intelligencer. They did not print my letters and they did not send me a letter thanking me for my interest.

So I have to write letters to the editor under phoney names. They always get printed no matter how stupid. Sometimes editors comment on what fine letters I write when they think I'm Wilma A. Stowicork or Butch Price-Jones. But when I write them they won't print them.

Someday I'm going to write the Daily Colonist praising Gorde Hunter and sign it Adolph Hitler. I bet they won't even notice.

In the mean time could you please print this letter.

Eternally grateful,
David Climenhaga

Kingston Kirk

Dear Editor,

I have just finished reading some back issues of the Martlet, kindly forwarded to me by Clay Shold (the Pres!), and a pang of nostalgia about the "good old days" swept through me. For those of you who don't know or don't remember (the latter probably being the more likely) I was A.M.S. President last year (Oh yeah... him!). How quickly we forget!

Reading the Martlet makes me realize how little really changes in the world. The Martlet is still attacking the R.A.; Dean Cloutier still interviews the President (for better or for worse); A.M.S. elections get low turnouts; Pal, Powers and Daniels are still making their presence known within the realm of University affairs, etc., etc., etc., life goes on! Although one may be tempted to think that nothing ever changes for the better in this world of committees, back-stabbing debates and petty politics I am convinced that such is not the case. Scattered amongst the masses of recycled stories and commentaries (even David Climenhaga is back!!!!!!) are the odd tidbits of progress.

The faculty at UVic, though certainly not in the same class as the administration (Geog. Dept. excepted!), is 100 per cent better than at Queen's. It's very frustrating trying to discuss something with a person who thinks that you are an infant until you have a Ph.D. and an adolescent until you have tenure! (Not to be too harsh--my School is only 5 years old so it's pretty good--no time to develop bad habits!). You get the feeling I just delivered another sermon? Me too! Anyway...

The A.M.S. here is incredible--quite the bureaucracy (at least from what I've seen). Some things are done well--a frosh orientation that makes a Communist indoctrination programme look like a kindergarten: actually it's very effective--of course they have had 134 years' experience. By the way--never complain about student fees at UVic--this year at Queen's fees were \$72.15 (plus \$7.50 for grad students). The students just recently passed, without batting an eyelash, a fee referendum raising the fees to something like \$89.65 plus a partial C.O.L.A. clause (plus approximately \$20-25 for grad students).

Their fees, on a per dollar per student basis, do not appear to produce half the student benefits of UVic fees! They have a better concert programme though, as well as several services that UVic doesn't have (such as a student typing service). Fine, if

students are willing to foot the bill. Another good thing here is that your student card gets you on the bus free at any time (\$4.50 of each fee is sent to Kingston Transit Co. plus a matching amount I think from the University).

I think the UVic A.M.S. fee should be about \$50.00 plus C.O.L.A. clause: it would make a big difference to the scope, variety and quality of A.M.S. offerings. Enough for that sermon! This is getting ridiculous--this started out as a short note to say "Hi".

By the way, the Library here (and at probably all Ontario Universities except U of T) is very poor for contemporary materials, although good for historic information. Government cutbacks in the last five years have reduced the Library's percentage of the total budget from 9 per cent to 7 per cent (approx.) despite the fantastic rise in book and periodical prices. For my work the UVic library was better! Any of you thinking of doing grad work here should take this point into careful consideration.

People often ask me if I regretted being President. My answer is a definite "No"! Despite all the work, crap, flak, morons, imbeciles, temper tantrums, apathy and general hassles I met a lot of really good people (one in particular--now my fiancée) who helped me maintain my sanity by being responsible, co-operative and just plain nice! More important, though, I feel I contributed a lot to UVic (there's always critics!) and in some small way helped UVic to be a better place for future students and future generations. That's what the Presidency was about for me: it was worthwhile!

I guess it would be contrary to my political nature to close-off without at least a minor shot at the Martlet (I'm not one to break tradition!). My complaint is this: no student paper, or any paper for that matter, should ever be used to "enlighten the masses" according to the Editor's personal beliefs (be they socialism, fascism, nudism, or whatever).

Well, for those of you who have followed these ramblings--thanks and cheers! Best of luck in your studies and your lives. It's all worth it--despite that nagging doubt that you'll never get that paper or thesis finished (right Dr. Porteous, Dr. Forward, Dr. Edgell, et.al?)

Sincerely,
Kirk Patterson
1 - 285 Mowat Ave.,
Kingston, Ontario.

Sauce surprise

Dear Editor:

— Patricia McHowell of St. Paul Minn., whose apple sauce "surprise" recently won \$500 in a cooking contest, has passed on the recipe for all the world to enjoy.

Try 1/2 cup of butter, 1 1/2 cups sugar, 3 eggs, 2 cups sifted flour, 1 tsp. baking soda, 1 tsp. cinnamon, 1/2 tsp. salt, 1/2 tsp. nutmeg, 1/2 tsp. cloves, 1 1/2 cups dried chopped earthworms.

Dean Cloutier
Phoenix

Secret talks may raise your fees

by Mark Buckshon
for Canadian University Press

OTTAWA (CUP)—Within months, the federal cabinet will make a decision which could result in drastic tuition fee increases and fundamentally alter the way universities deal with governments.

Plans for amendments to the Fiscal Arrangements Act, which indirectly provides the bulk of money for university and community college operations, are being discussed secretly as the government here announces austerity measures and spending restrictions.

Ominously, students appear to be taking a minor role in the decision-making process, results of which could interfere with enrolment levels, expansion of programs, university autonomy and academic standards in every province.

At the same time, university

administrators, represented by the Association of Universities and Colleges of Canada (AUCC), appear to be making progress in selling the idea of a "national universities policy" and of federally encouraged "regional centres of (academic) excellence".

If accepted, this would give the federal government power over university policy, formerly controlled exclusively by the provinces.

There are also pressures - supported by the Canadian Association of University Teachers (CAUT) - for the government to cut its broad-based (and unconditional) contributions to post-secondary education by making students pay greater tuition fees.

An extensive series of meetings of provincial, federal and university officials begins this month to thrash out the new law, to be presented to parliament

before the end of the year.

THE ACT: MIND-BOGGLING

The act they are debating is a mind-boggling document with intricate definitions and complicated equations. It outlines a method of calculating federal assistance for post-secondary education while providing a system of tax revenue equalization among the provinces.

Basically, the federal government offers to share 50-50 most of the operating costs of most public and private post-secondary institutions recognized by the provinces.

Funds obtained from tuition fees (about 15 percent of the total) and endowment are added to provincial government grants in calculating the matching federal funding. This means provincial governments pay about 35 percent of university and college operating costs.

Last year the federal government paid the provinces \$1.2 billion for higher education. This year, because a 15 percent limit in annual increases set in 1972 will be reached for the first time, the fiscal transfers are set at \$1.67 billion.

Not included as eligible operating costs for federal funding are costs of ancillary services such as residences and food services, and money for capital debt or depreciation.

The provincial education ministers met in Vancouver last week (January 13 and 14) to work out their position on the revised Act revisions. Next month their collective group, the Council of Ministers of Education, comes here for a federal-provincial ministers meeting.

The ministers have generally remained silent about their position on the Act. It is unlikely they would support any move to cut funds to their treasuries.

But the universities, in what appears to be a shrewd move, are giving the provinces another problem by offering Ottawa a trade-off of increased federal control of university policy in exchanged for increased money.

The AUCC supports its argument against "Provincialization" of universities with arguments for academic "centres of excellence."

"The general effect of federal funding by unconditional transfers... has been a provincialization of universities to such a degree that there is little assurance that national objectives will receive attention commensurate with their importance for balanced university development," the brief states.

cont'd page 18



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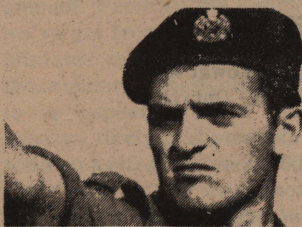
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PM "frightening"

by Dean Cloutier

As ever, an astute observer of the Canadian political scene that I am, I last night came across what must be regarded as the most colossally ignorant statement, thus far in 1976.

As you know, Prime Minister Trudeau made a speech to the Carleton Club in Ottawa on Monday afternoon (the 19th). After the speech, CBC in their Monday night Newsmagazine program interviewed the opposition parties, the business sector and the labour sector for their reactions to Trudeau's speech.

Now here, for your own digestion and disbelief is the monumentally ignorant statement by the Honourable Conservative MP Alvin Hamilton.

Question by CBC's Don McNeil: Mr. Hamilton. Having heard the Prime Minister, are you now reassured that he does not intend to ruin the capitalist system?

Ignorant Reply by Dear Mr. Hamilton: "WHEN YOU'RE THE PRIME MINISTER, YOU'VE NO RIGHT TO GO AROUND FRIGHTENING PEOPLE, BY SPEAKING TO THEM ABOUT A NEW SOCIETY!!!!!!" Can you believe it?—yes? —no?

NUS vote at UBC

VANCOUVER (CUP)—Students at the University of British Columbia will be asked in a referendum this February to either support or reject the three year-old National Union of Students (NUS).

The Alma Mater Society, the college student union, voted November 12, 1975, to hold the

referendum before the last week of February, asking students to pay the annual \$1 NUS fee.

The vote would be UBC's approval of the national organization which has come under attack from segments of the UBC campus for its lobbying direction in Ottawa and its goals as a student representative body.

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leo robert

by Jerry Farber

School is where you let the dying society put its trip on you. Our schools may seem useful: to make children into doctors, sociologists, engineers—to discover things. But they're poisonous as well. They exploit and enslave students; they petrify society; they make democracy unlikely. And it's not *what* you're taught that does the harm but *how* you're taught. Our schools teach

no power and teachers have little power. Administrators possess somewhat more, but the real control comes from those solid Chamber-of-Commerce types on the school board. They uphold the sovereignty of the past; they are the very avatars of institutional inertia. As for the colleges and universities, California, where I teach, is typical. Higher education is controlled primarily by the business elite, aided by a sprinkling of aging politicians,

won't allow their students to begin a sentence with "and." Or about high schools where the male students are not permitted to wear a T-shirt unless it has a pocket. I no longer dismiss such rules as merely pointless. The very point to such rules is their pointlessness. The true and enduring content of education is its method. The method that currently prevails in schools is standardized, impersonal and coercive. What it

expelled. Not that very many kids get swats or fail or are expelled. But it doesn't take many for the message to get across. These few heavy losers are like severed heads displayed at the city gates to keep the populace in line.

And, to make it worse, all of this pressure is augmented by those countless parents who are ego freaks and competition heads and who forcibly pass their addiction on to their kids. The pressure at school isn't enough; they pay the kids for A's and punish them for D's and F's.

But can you feel any of this? Can you understand what has been done to your mind? We get so used to the pressure that we scarcely are conscious of it without making some effort.

Why does the medium of education affect us so deeply while its purported content—the subject matter—so often slips our minds? This is partly because the content varies from year to year while the form remains more or less the same; but also because the form—a structure of rules, punishments, rewards—affects us directly in a real way, while the subject matter may have no such immediate grasp on our lives. After all, don't we tend to learn best what matters most? Under a coercive system it isn't really the subject that matters; what matters is pleasing the authorities. These two are far from the same thing.

Remember French class in high school (or college, for that matter)? The teacher calls on you, one at a time, to see if you're prepared the questions at the end of Lecon 19. "Marshall," she asks, "*qu'est-ce que Robert allait faire le mardi?*" Marshall doesn't get to respond that he doesn't give a shit—not even in French. Fat chance. While he's in school, he's got to be servile to stay out of trouble. And the law requires him to be in school. He's got to do the questions in Lecon 19 because the teacher said to. He's got to do what the teacher said in order to pass the course. He's got to pass the course to get to

Unfortunately, the subject probably does not. So we can't console him for all this dull toil by pointing out that he is at least learning French. Because, of course, he isn't. He'll take two years of French in high school. And when he gets to college, it will be like they never happened. Right? In fact, some acquaintances from Montreal recently told me that English-speaking students there are required to take French every year from the second grade on. And yet, I was told, after ten years of the language, they still haven't learned it.

Or what about Freshman English? What actually gets taught? The purported subject matter is usually writing. But consider, up front, who teaches the course. It's usually some well-meaning instructor or TA whose own writing achievements have reached their zenith in a series of idle and heroically dull papers, written in pretentious faggot-academic for his graduate classes. And how does he teach? What's his method? Well, that depends—because things are changing. Somewhere in some college there is undoubtedly a heavyweight, on the verge of being fired, who is teaching silence to freshmen so that they can hear themselves. Maybe somewhere else a teacher has renounced grading and is letting the students write what they want. Most Freshman English teachers, however, are doing the standard thing. They're demanding and then grading "themes" on capital punishment and on lowering the voting age. They're compelling students to drudge through topic-sentence exercises, outlining exercises, library exercises, inference-judgment-report exercises, and a flood of other dreary busy work. They think they know the difference between a B minus essay and a C plus essay, and they teach their students to believe in such foolishness. They "correct" their students' work with ex cathedra judgments, none of which a student is at liberty to

Student Manifesto

you by pushing you around, by stealing your will and your sense of power, by making timid square apathetic slaves out of you—authority addicts.

Schooling doesn't have to be this destructive. If it weren't compulsory, if schools were autonomous and were run by the people in them, then we could learn without being subdued and stupefied in the process. And, perhaps, we could regain control of our own society.

Students can change things if they want to because they have the power to say "no." When you go to school, you're doing society a favor. And when you say "no," you withhold much more than your attendance. You deny continuity to the dying society; you put the future on strike. Students can have the kind of school they want—or even something else entirely if they want—because there isn't going to be any school at all without them.

"SCHOOL IS WHERE YOU LET THE DYING SOCIETY PUT ITS TRIP ON YOU."

School is a genetic mechanism for society, a kind of DNA process that continually recreates styles, skills, values, hangups—and so keeps the whole thing going. The dying part of society—the society that has been—molds the emerging part more or less in its own image, and fashions the society that will be.

Schooling also makes change possible—evolution, if you like. But here we run into a problem. Although our schools foster enormous technological change, they help to keep social change within very narrow limits. Thanks to them, the technological capacity of society evolves at an explosive rate. But there is no comparable, adaptive evolution in the overall social framework, nor in the consciousness of the individuals who make up society. It isn't just that schools fail to create the necessary social change. They actually restrain it. They prevent it. (How they prevent it is the subject of the notes that follow.)

When I say that schools serve the society-that-has-been, the dying society, I mean just that. It isn't "society" itself that runs our schools. Children and adolescents are a huge segment of society but they don't run schools. Even young adults don't run them. Nor as a general rule do workers. Nor do black people. Nor do the poor in general. By and large our schools are in the hands of the most entrenched and rigidly conservative elements in society. In the secondary and elementary

schools, students, of course, have venerable clergymen and society matrons. And in the rare cases when these trustees and governing boards relax their tight control, they are backstopped by our elected officials, whose noses are always aquiver for subversion and scandal and who are epitomized in the querulous Mrs. Grundy, our current governor.

While schools stifle social change, technological change is, to repeat, another matter. The society-that-has-been, in its slaving pursuit of higher profits and better weapons, demands technological progress at a fantastic, accelerating rate. Universities have consequently become a giant industry in their own right. A few tatters of commencement-day rhetoric still cling to them but it becomes more obvious every day that the modern university is not much more than a Research, Development and Training center set up to service government and industry. And so we have a technological explosion within the rigid confines of our unchanging social institutions and values. Schools today give us fantastic power at the same time as they sap our ability to handle it. Good luck, everybody.

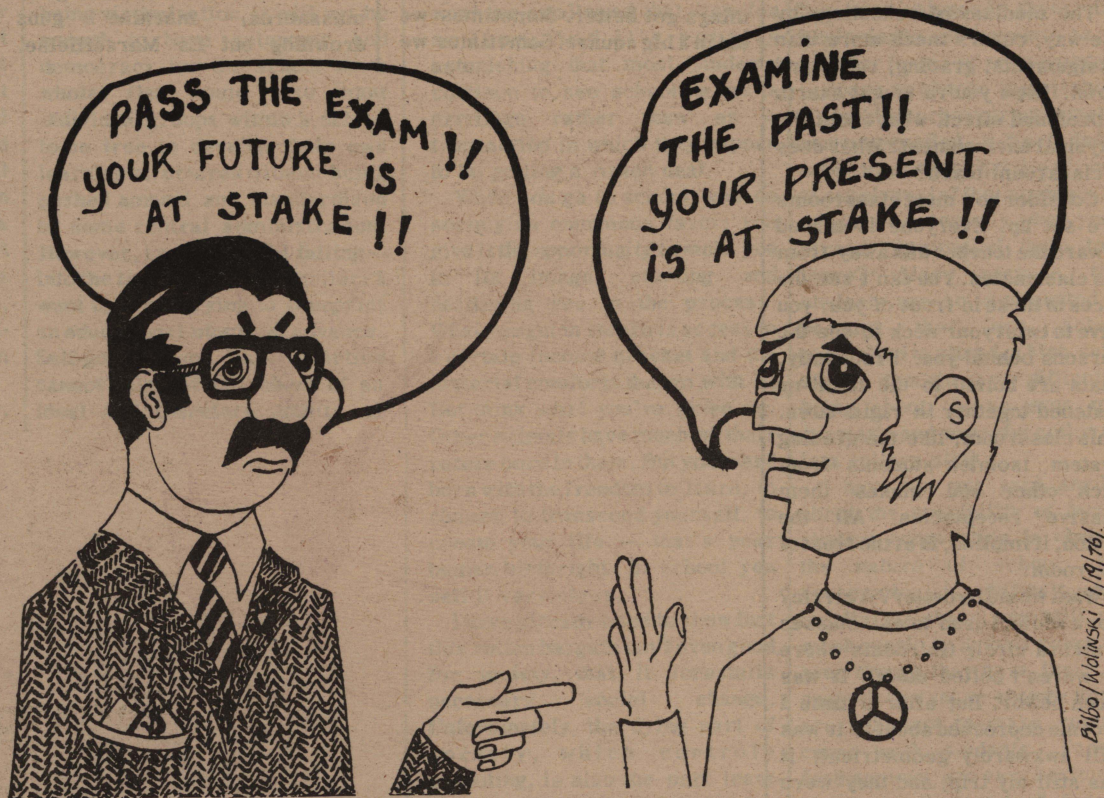
"IT'S NOT WHAT YOU'RE TAUGHT THAT DOES THE HARM BUT HOW YOU'RE TAUGHT."

In fact, for most of your school life, it doesn't make that much difference what subject you're taught. The real lesson is the method. The medium in school truly is the message. And the medium is, above all, coercive. You're forced to attend. The subjects are required. You have to do homework. You must observe school rules. And throughout, you're bullied into docility and submissiveness. Even modern liberal refinements don't really help. So you're called an underachiever instead of a dummy. So they send you to a counselor instead of beating you. It's still not your choice to be there. They may pad the handcuffs—but the handcuffs stay on.

Which particular subject they happen to teach is far less important than the fact that it is required. We don't learn that much subject matter in school anyway in proportion to the huge part of our lives that we spend there. But what we do learn very well, thanks to the method, is to accept choices that have been made for us. Which rule they make you follow is less important than the fact that there are rules. I hear about English teachers who

teaches best is—*itself*. If, on the other hand, the method were individual, human and free, it would teach that. It would not, however, mesh smoothly into the machine we seem to have chosen as a model for our society.

It's how you're taught that does the harm. You may only study geometry for a semester—or French for two years. But *doing what you're told*, whether or not it makes sense, is a lesson you get every blessed school day for twelve years or more. You know how malleable we humans are. And you know what good learners we are—how little time it takes us to learn to drive a car or a plane or to play passable guitar. So imagine what the effect must be upon our apt and impressionable minds of a twelve-year course in servility. Think about it. Twelve years of tardy bells and hall passes; of graded homework, graded tests, graded conduct; of report cards, GPA's, honors lists, citizenship ratings; of dress codes, straight lines and silence. *What is it that they're teaching you?* Twelve years pitted against your classmates in a daily



Roman circus. The game is *Doing What You're Told*. The winners get gold stars, affection, envy; they get A's and E's, honors, awards and college scholarships. The losers get humiliation and degradation. The fear of losing the game is a great fear: it's the fear of swats, of the principal's office, and above all the fear of failing. What if you fail and have to watch your friends move past you to glory? And, of course, the worst could happen: you could be

college. He's got to get to college because it's been explained to him that he'll be a clod all his life if he doesn't; at assembly they've put up charts showing how many hundreds of thousands of dollars more he'll make in his lifetime if he goes to college. And, of course, there's an immediate reason as well for Marshall to have done his homework. If he hasn't, he'll be embarrassed in front of the class.

The educational medium has a very real hold on his life.

ignore.

In Freshman English, the method teaches you—in case you haven't already gotten the message—that writing is a drag. It's a job you do to please someone else (God knows that writing a theme on *The Vanishing Individualist* is hardly your own idea of how to spend Sunday night). Writing is school work and "English" is learning how to please your English teacher. What interest there is in the

course is provided not so much by your writing experience as by the method. That is to say, you may write something tonight but the payoff, the real excitement, won't come until next week when the papers are handed back and you can find out "what you got." That's what makes it all worthwhile; that's what school writing is all about: pleasing the teacher.

The very essence of Freshman English is that term paper they force out of you. In perfect order, impeccably footnoted, unreal and totally useless — that term paper, that empty form, is pretty much the content of the course: submission — alienation — learning to live a pretend intellectual life, pretend-caring about pretend things.

Sometimes you even get a pretend choice; you're allowed to pick your own topic. But you don't get to make the one choice that would give the whole business some meaning: the choice to write no paper at all. Oh, you can make that choice. But then you don't get through Freshman English, which means you don't get through college and, therefore, don't get your hands in the gigantic goodie-box which is programmed to open only upon insertion of a college diploma. Or maybe you even get drafted right away. Yeah, you've got a hell of a choice. And college teachers like to style themselves "seekers after truth." Sure. "Know the truth and the truth shall get you a B." The truth in a freshman term paper is about the same truth a banker can expect from his shoeshine boy.

I'm sorry to sound so snotty about composition teachers. God knows, I've been there too. In my first year I even assigned research papers in Freshman English. I didn't really want to but I did it anyway "to prepare students for their other courses." I prepared them all right. My method was the term paper. What I taught was alienation and servility. Now I try to unprepare students for their other courses. I only wish I were better at it.

The medium of schooling, by the way, covers much more than assignments, grading, rules and soon. If how you're taught exerts a profound effect, what about the physical environment? What does a classroom teach?

Consider how most classrooms are set up. Everyone is turned toward the teacher and away from his classmates. You can't see the faces of those in front of you; you have to twist your neck to see the persons behind you. Frequently, seats are bolted to the floor or fastened together in rigid rows. This classroom, like the grading system, isolates students from each other and makes them passive receptacles. All the action, it implies, is at the front of the room.

What would be better? A circle? For a while, I used to ask classes to sit in a circle (in rooms where we weren't bolted down). It was much better. But after a time I became depressed about it. It was still awkwardly geometrical; it was still my trip, and they were still dutifully following orders. I felt that if I told them to sit on each other's heads, they'd do it. So next semester I simply took a position in the second seat of the fourth row or thereabouts. I still do this most of the time. Some classes begin to move their chairs around, often within a matter of days, into a sort of loose, pleasant jumble, although they usually maintain a certain pious distance from me, leaving me at the center of a small but unmistakable magic circle. Occasionally, a class is

unbelievably faithful to the traditional seating plan. They sit mournfully facing an empty altar and they sprain their necks trying to see me and the other students. I curse and mutter but they hold firm. It's almost as though they're saying, "screw you, you bastard, you're going to have to tell us to move." And I swear to myself I won't. But I usually give in about half way through the semester.

But why those chairs at all? Why forty identical desk-chairs in a bleak, ugly room? Why should school have to remind us of jail or the army? (A rhetorical question, I'm afraid.) For that matter, why are there classrooms? Suppose we started over from scratch. What would be a good place to learn stress analysis? What would be a good place to study Zen? To learn about child development? To learn Spanish? To read poetry? You know, wherever I've seen classrooms, from UCLA to elementary schools in Texas, it's always the same stark chamber. The classrooms we have are a nationwide chain of mortuaries. What on earth are we trying to teach?

The scariest thing about a classroom is that it acts as a sort of psychological switch. You walk into a classroom; some things switch on in you and others switch off. All sorts of weird unreal things start to happen. Any teacher who has tried simply to be real in a classroom knows what I'm talking about. This is so hard to express ... you walk in and everyone's face is a mask.

Last semester I had the best room yet. Because of overcrowding, one class was in an apartment living room on the edge of campus. The school did its well-meaning best to kill the room, boarding up the door to the kitchen and the can and literally filling the small room with long formica-topped grammar-school tables (the formica itself is a message: furniture has won; you ain't carving no initials in these desks, baby). For a while we floundered miserably but then things got better. Sometimes we sat in a big square. Sometimes we

Neither they nor I can get out from under our schooling so quickly as we might like.

I think that what we need is not to touch up or modernize classrooms but rather to eliminate them. (Question from the audience: "Where would we learn?") Answer: "We'd manage.")

"THEY EXPLOIT AND ENSLAVE STUDENTS; THEY PETRIFY SOCIETY..."

"They exploit and enslave students;"

Let me not be accused of ignoring "what's right with" our schools — to use the patriotic jargon. Schools are where you learn to read, write sort of, and do long division. Everyone knows about that. In college you learn about Pavlov, mitosis, Java Man and why we fought the Civil War. You may forget about Java Man but you get to keep your degree just the same, and it gets you a job. College is also where they discover new medicines, new kinds of plastic and new herbicides to use in Asia. But everybody knows all that. I want to return to the exploit-enslave-and-petrify part.

It's ironic. Radicals dream midnight police raids, or sit around over coffee and talk with glittering eyes about Repression — about those internment camps that are waiting empty. And all the time Miss Jones does her quiet thing with the kids in the third grade.

People like to chat about the fascist threat or the communist threat. But their visions of repression are for the most part romantic and self indulgent: massacres, machine guns drowning out La Marseillaise.

much. The kids leave Miss Jones' class. And they go on to junior high and high school and college. And most of them will never need to be put in an internment camp. Because they're already there. Do you think I'm overstating it? That's what's so frightening: we have the illusion that we're free.

In school we learn to be good little Americans — or Frenchmen — or Russians. We learn how to take the crap that's going to be shoveled on us all our

and of their ability to will meaningful institutional changes.

The democratic ideal — to which even the most conservative college trustees usually give lip service — means government of, by and for the people. It means power in the hands of the people. Our schools, however, remain less suited to this ideal than to an authoritarian society; they are more effective in teaching obedience than in fostering freedom. Our textbooks may teach one kind of political system but the method by which our schools operate teaches another. And the method wins out over the textbooks overwhelmingly. A more substantial degree of democracy will become likely only when we understand that political freedom is not merely a constitutional matter; it's also a state of mind, which can be either nurtured or blighted in school.

I don't mean to ignore the reasons that already abound to explain that immense gap between our ideals of democracy and the system we see operating. Some people, for example, argue that democracy only works well in small political units and that centralized democratic government of 200 million persons is just not possible. Others insist that the people are and will always remain too stupid and ill-informed to make political decisions.

A socialist country where schooling is standardized and coercive might well, in time, develop an electorate as dismal as ours even though its constitution provided the most extensive political freedom for the individual and even though it had eliminated class exploitation in the traditional sense. In fact, the resources adhering to a powerful socialist government create a very special danger in this area. That's why the growing student power movement has the greatest importance politically. The more that political radicalism comes to include educational radicalism, the more nearly attainable democratic government will be.

Capitalist or socialist, a democracy cannot possibly function if its citizens are educated to be clever robots. The way to educate children for democracy is to let them do it — that doesn't mean allowing them to practice empty forms, to make pretend decisions or to vote on trivia; it means that they participate in the real decisions that affect them. You learn democracy in school not by defining it or by simulating it but by doing it.

If students and teachers ran their own schools, it would do more for democracy than all the government classes ever taught.

Also, in considering the effect of schooling on democracy, it's wise to think not only about the overall academic decision-making process but also about day-to-day classroom experience as well. That's at the very heart of the problem. It's in the classroom where you learn that happiness is submission and where you grow used to authoritarianism and coercion. It's in the classroom where you learn how to follow orders mindlessly and how to surrender your sovereignty to an institution.

Incidentally, in discussing this question, I've often heard the objection that teachers legitimately possess authority by virtue of their knowledge and that, therefore, democracy is out of place in the classroom. This argument is a favorite with

lives. In school the state wraps up people's minds so tight that it can afford to leave their bodies alone.

Repression? You want to see victims of repression? Come look at most of the students at San Diego State College, where I work. They want to be told what to do. They don't know how to be free. They've given their will to this institution just as they'll continue to give their will to the institutions that engulf them in the future.

Schools exploit you because they tap your power and use it to perpetuate society's trip, while they teach you not to respect your own. They turn you away from yourself and toward the institutions around you. Schools petrify society because their method, characterized by coercion from the top down, works against any substantial social change. Students are coerced by teachers, who take orders from administrators, who do the bidding of those stalwarts of the status quo on the board of education or the board of trustees. Schools petrify society because students, through them, learn how to adjust unquestioningly to institutions and how to exercise their critical thought only within narrow limits prescribed by the authorities. In fact, as long as a heavy preponderance of a nation's citizens are "good students" and are in some way rewarded for their performance, then dissenters and radical thinkers are no threat and can be permitted to express their opinions relatively unmolested. Free expression, to the extent that we have it, is a luxury commodity made available by the high standard of living and by the efficient functioning of such disguised forms of repression as schooling.

As the tensions in our society work their way up to the surface, some overt rebellion appears in many settings; certainly it appears in schools, which offer at least a meeting place and staging ground for young middle-class rebels. May it grow in good health. But, as our college presidents are fond of pointing out, the great majority — the great silent majority — are there "not to make trouble but to get an education" (for "education," read "degree").

"THEY MAKE DEMOCRACY UNLIKELY."

Our schools make democracy unlikely because they rob the people, who are supposed to be sovereign, of their sense of power



sat on top of the tables; once we crawled under them where it was dark and restful. Sometimes we'd pile up the tables and sit in a bunch on the carpet. Sometimes we'd sit on the grass outside. It was only a very small gain though. Given our conditioning and the overall college context, I could have held that class at the beach, at home, in the Avalon Ballroom. I would still be holding it; they would still want to rest limply in my hands — good natured, obedient students.

And in the meantime someone stops another tenth grader for a hall-pass check and notices that his T-shirt doesn't have a pocket on it. In the meantime the Bank of America hands out another round of high-school achievement awards. In the meantime I grade another set of quizzes.

God knows the real massacres continue. But the machine gun isn't really what is to be feared most in our civilized Western world. It just isn't needed all that

teachers, so it deserves some attention.

It's true that many teachers possess authority in one particular sense of the word but that does not entitle them to authority in every sense of the word. A teacher's authority rests in his special knowledge or ability, not in his power over students. I may be, say, an authority in ancient history but what has that to do with authority in the sense of a right to enforce obedience, to reward and punish? And the fact that I work for the state of California doesn't amplify my academic authority. If I'm sound in my analysis of Athenian society, the state of California adds nothing. If I'm all wrong, the state of California doesn't make me less wrong.

Democracy in school doesn't mean that a class votes on whether two and two make four, even though that seems to be the fear of some teachers. Suppose, for example, my entire history class insists that Rome fell because of its sexual laxity. Suppose we argue. I give my reasons and they give theirs. Then, in desperation, I try to impress them by detailing my academic background but they still insist that they're right. In this (unlikely) situation what relevance would grading have? what would it add to my true authority if I were able to pass, fail, expel, what have you? My value to a class is that I can be of some kind of assistance to them. What they make of it is up to them. I'm a teacher not a cop. Democracy in school doesn't mean that we vote on what's true; it means that education isn't anything which is done to somebody.

"IF IT WEREN'T COMPULSORY ..."

If we want our children locked up all day until they're sixteen, let's at least be honest about it and stop trying to pass imprisonment off as education.

Say, for example, that a mother and father would like their eight-year-old boy out of the house all day and also off the streets. Then I guess they will want there to be some place for him to go. Call it a youth center, a postgraduate nursery or a daytime internment camp. But why does it have to be a school? It should have plenty of room and lots of variety: places to be alone if you want, places to play games if you want, places to build things, and places to learn how to read and do sums — if you want.

Learning isn't a duty that we must be flogged into performing; it's our birthright, our very human specialty and joy. Places to learn are everywhere. So are reasons to learn. All we need, occasionally, is a little help from our friends.

We don't need compulsory schooling to force us to read. There are good reasons to read and things all around us that want to be read. And if someone should choose to pass his life illiterate, there are other communications media accessible to him. He'll probably make out fine. He may even be able to teach the rest of us some things that print hides.

It would be well if we stopped lying to ourselves about what compulsory schooling does for our children. It temporarily imprisons them; it standardizes them; it intimidates them. If that's what we want, we should admit it.

There's not much point in going on about this. If you've somehow missed reading A.S. Neill's *Summerhill*, you ought to go out and get it.

Incidentally, with compulsory schooling eliminated, there is no reason to assume that most parents will send their children to public internment centers during the day, or that learning itself will be as dependent upon public institutions as it now is. With compulsory education and all the related red tape out of the way, small groups of parents should be able to make their own arrangements to care for their children and even to satisfy the children's desire to learn. Some areas of learning — nuclear physics, for example — require heavy financial support. But many other areas do not; they provide opportunities for those who want to learn or teach to bypass official institutions.

Furthermore, advances in computers, in information retrieval and in communication should soon make it much easier and cheaper than it is now to learn outside of public schools. Technological developments should, before long, give a home resources that are presently available only to a large and well-funded school. Sooner or later, if a child (or adult) wants to learn more about, say, snakes or jet engines, he should be able to tune in, at home, to books, films, learning computers and so on, which he can use as much or as little as he wants. Naturally, if the child chooses not to use the computers and books, that should be his unrestricted right. What I'm getting at is that parents should, before long, be able to develop a formidable alternative to our system of compulsory public elementary schools. As for older children — adolescents — the whole matter is less a parental responsibility and more their own.

"IF SCHOOLS WERE AUTONOMOUS AND WERE RUN BY THE PEOPLE IN THEM..."

Learning is not something that is done to you.

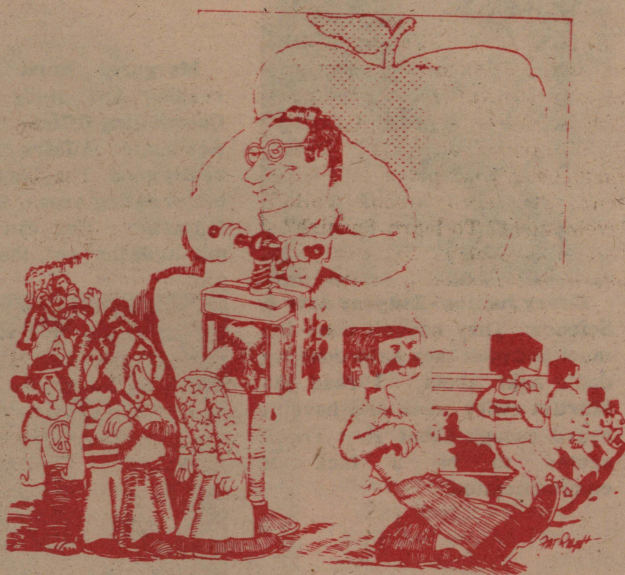
Suppose we agree that there must be something better than our schools, something better suited to our human potential, our political ideals and our accelerating technology. What then? It is exactly at this point that there is a temptation to make what I believe is the basic educational blunder: Having tried and convicted the present educational system, one then works out in detail his own educational utopia — setting up a blueprint that covers matters such as curriculum, textbooks, administration policy, student-teacher ratio, classroom construction and so on.

From my point of view,

whole, it means autonomy. There should be no dictatorial governing board or other body above the school making its decisions for it. If we are going to continue our policy of public education, this means that the people and their elected representatives will have to accept a new and radical policy: that they must pay for schools without controlling them. What happens, therefore, on a state university campus or on a junior high school campus would be

persons who want to be flogged and will no doubt always find other persons willing to do it. It is certainly not my wish to prevent them.

The freedom I talk about, incidentally, is not merely a matter of "academic" freedom. Schools are not just learning places but communities as well. Many schools are communities in the full sense of the word: people don't just go to them; they live in them. And, in the future, the



decided neither by the legislature nor by the governor nor by any board of regents or board of education nor by any chancellor or superintendent of schools but only by the persons participating in the school itself. It is true that there would be a kind of power implicit in the fact that the state or community could refuse to pay for the school or could reduce its funds. But that would be the limit. To the extent that a state or city wanted to have a school, it would have to pay for it and leave it alone. Hopefully, the idea of an externally controlled school will in time become a contradiction in terms.

To prevent education from being victimization, it will not be enough to have autonomy and democracy for the school as a whole. One would also want individual groups within a school to be free to develop their own learning structures without being pushed around and standardized by some central administration. However, I want to avoid falling — into the trap I described earlier; I want to avoid trying to blueprint an educational utopia in advance. Self-government in practice cannot help but fall short of an ideal and therefore admits of

distinction between "school" and community" is likely to be much vaguer than it is now.

"THE POWER TO SAY 'NO'"

The people who control colleges are fond of pointing out to students that higher education is a privilege. The implication is that if they don't behave, the privilege will be withdrawn. Similarly, in high school the ultimate threat is expulsion. School is supposed to be some kind of favor that society grants you. The condition for continuing to receive this favor is that you accept it on society's terms.

Sweat shop owners used to tell their workers more or less the same thing. It's astonishing that workers swallowed that line for so long. And it's equally astonishing that most students continue to see schooling as a privilege rather than as a transaction in which they happen to be getting a rotten deal.

When you go to school, you do society an enormous favor; you give it the opportunity to mold you in its image, stunting and deadening you in the process. What you get in return is access to a certain income bracket and the material comforts that go with it. But think what you've given up. Other animals have much of their nature born in them. But you were born with the freedom to learn, to change, to transcend yourself, to create your life — that's your human birthright. In school you sell it very cheap.

I have already tried to show that this rotten bargain isn't even good for society, that it forestalls necessary social change. Unfortunately, the dying part of society, which controls schooling, is also the part least likely to understand the need for profound change. It is the students — the not entirely socialized — who most feel the need for change and who, in trying to transform the society in which they live, become the victims of its self-protective rage.

The power that students have is simply the power not to be students, to refuse a bad bargain, as workers have frequently done to say "no." If students have power, it is because they have something society needs very

badly. Student power is made possible by the dying society's need to remain alive — to preserve itself through its children. Think how our institutions feed on the unformed future. Think even how individuals — those aging businessmen on a college board of trustees — clutch at immortality by putting their trip on the young. Society needs students to retain its identity; they are the only future it has. For this reason, students can demand freedom from exploitation and can get that freedom. They can insist that the continuity they provide society be one that is achieved through rebirth rather than through petrification.

In the long run, if students and teachers can outgrow their feudal relationship, they do indeed have a common cause: the freeing of schools from domination by outside forces. Perhaps the best thing students can do with respect to faculty is, first of all, to emphasize that common cause and to fully support faculty moves for greater self determination and, second, to work ceaselessly to educate teachers, to show them what's lacking in school as it is and to show them what education could be.

Student and Society

There are a multitude of approaches that students can take toward changing schools. But the one that offers the most hope is the strike or boycott. It is more than a gesture, more than a pressure tactic. It cuts right to the heart of the problem. It refuses a bad bargain; it puts the future on strike. Requests can be denied or put off. Demonstrations can be broken up and the protesters put in jail. But a strike is not really vulnerable to force. When Governor Reagan of California promised to keep San Francisco State College open at the point of a bayonet if need be, he failed to understand both the limitations of the bayonet and the power of the student revolution.

High school students are in a more difficult position but this has not stopped them from beginning to use boycotts as well as other forms of noncooperation in order to change their schools. A few high school troublemakers can be expelled or disciplined in other ways. But what does it mean to expel most of the students in a school — especially when you've already compelled them to be there? Also, because these students are so regimented and because they are actually compelled to attend, a high school strike, though very difficult to bring about, is an even more dramatic and powerful action than is a college strike.

I have not yet said anything about the possibility of faculty-student cooperation in changing the nature of school. Such cooperation is difficult; most faculty members are still very much caught up in their roles and, even though they have their own reasons to want to change things, are reluctant to make common cause with students. Faculty, furthermore, are very hesitant to engage in the kind of forceful actions that might endanger their jobs or even their chances for promotion, tenure and so on. Still, there are enough instances of student-faculty cooperation to keep this an important possibility even at present. In order, though, for such cooperation to advance rather than impede student progress, it is essential that students don't wait around for faculty support and that they don't allow professorial timidity to rub off on them.

"They petrify society..."

however, a good school can't be described very clearly in advance because one essential characteristic of a good school is the freedom to establish its own direction. In fact, there may not even be such a thing as a good school within our present conception of what "school" means.

To say that learning is not something that is done to you has meaning on more than one level. With respect to the school as a

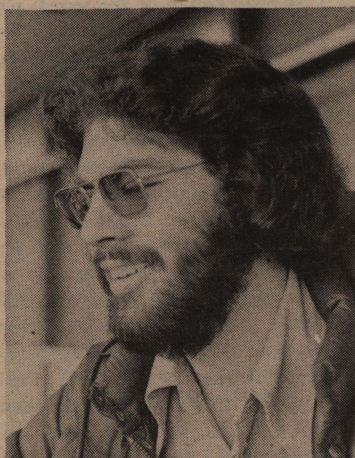
endless approaches. If schools can serve as workshops in self-government, it will be both likely and valuable that they be diverse in this respect.

If schools are free, some of them may choose to renounce a part of their freedom. There may be students who prefer to be dictated to. For all I know there may always be students who want to be graded daily and threatened with probation, dismissal and so on, just as there may always be

Freespeak

What do you think of the performance of this year's AMS Representative Assembly?

Debby Jepp - 1st year Education: As a first year student I am not really that well informed about what the R.A. is and what they're doing. I feel there's not enough information for new students coming in.



Gerry Justice - 2nd year Arts & Science: They haven't done too much and what they have done we don't hear about. I read the *Martlet* every week and haven't heard enough about it. There seems to be a lack of communication.

Margaret Burt - teaches reading and study skills for Counselling Office: Things like Academic Affairs have been really good. They're trying to get better eating areas, Cinecenta is fantastic. For the amount of gratitude they get, they do a good job.



Doug Gold - 3rd year Arts & Science: To tell the truth I haven't heard much about the R.A., what they do, where they meet, there's not enough advertising. I'd like to know what's going on, but there's not enough information.

Vicki Brooks - 2nd year Arts & Science: Well, you don't hear too much. They never seem to be doing anything worth reading about. Nothing seems to be happening. All the important things don't seem to be under their control.



photo by gordon macnaughton



New Belfry Cultural Centre

by Kathleen Conover



Saturday, January 24th, is the date of the opening of an exciting new venture on Victoria's art scene.

The Belfry Cultural Centre, in the recently renovated sanctuary of the old Emmanuel Baptist Church at Fernwood and Gladstone, will open its doors to the public next Saturday with a community "Open House"—a fourteen-hour festival of exhibitions and performances.

The Open House brings together under one roof nearly every major cultural and artistic organization in Victoria. Among the 28 participating groups are Bastion Theatre, The Victoria Art Gallery, Kaleidoscope Players, Circle Craft Co-operative, the Conservatory of Music, Phoenix Theatre, Open Space, Pacific Wind Quintet, Northwest Coast Institute of the Arts, the Victoria Symphony, the Museum, Victoria Folklore

Society, National Film Board, Western Brass, Victoria Theatre Guild, the Intercultural Association, Victoria Youth Theatre, and the Vancouver Playhouse. All of these groups will be represented at the Open House with displays explaining the work of their organizations in Victoria. Throughout the day there will be performances in theatre, dance, music, and film with twenty-minute intervals during which the audience can view the exhibits, inspect the theatre renovations, or enjoy a glass of wine and conversation with friends in a pleasant and relaxed atmosphere.

The Open House starts at 10:00 a.m. with a film appealing to adults and children alike, the Royal Ballet's beautiful interpretation of *The Tales of Beatrix Potter*. Also appealing to children, at 2:50 p.m., is Kaleidoscope Players' popular

stage version of a Chinese legend. All events specifically appealing to children are in the morning and early afternoon, but complete day-care facilities, with an interesting programme of activities, will be available next door at the Fernwood Community Association throughout the day. The Open House, which is free, will continue until midnight.

At the Belfry Cultural Centre last Saturday, Don Shipley, Director of the centre, explained the Open House as "a two-way affair. It gives us, and our community, a chance to see what is happening on the Victoria scene, and it gives the many groups who might wish to use our theatre a chance to try it out. A cultural centre should be a home for all the arts, and its programme should appeal to a wide cross-section of people." While Don Shipley told about the Centre, a sizeable group of little

people was there enjoying a matinee. These Saturday matinees will be a regular event for children.

Asked about the cost of renting such high calibre films as the children were then viewing, Shipley explained that Belfry Cultural Centre could not afford to do this on its own, and that the films were loaned by Magic Screen at the University of Victoria. He gave the highest praise to Magic Screen's Nora Hutchison for her cooperation with Belfry Cultural Centre, and particularly was appreciative of her fine taste in the selection of these children's films.

The Belfry Cultural Centre is modelled on the successful and well-established operation at Vancouver East Cultural Centre. Starting with an LIP grant and a few volunteers in early December, the founding group has painted, renovated, and installed stage-lighting instruments and comfortable seats. This has been a labour of love, since there has been a great deal to do in getting the old Springridge Theatre building ready for public use; renovating costs, as well as the low (taxable) salaries of staff, must be taken care of by the grant, and the income from paid events will only partially cover operating costs.

Shipley is assisted in this work by four other people: Bob Montgomery, Program Director; Gordon Reed; Gina Purves-Humes; and Michael Steven, Project Sponsor, all of whom are dedicated to the Centre and excited about the possibilities of what it can offer the community. Shipley says that one of the most important purposes of a cultural centre, "is to provide a

professionally equipped platform for performing art events, at moderate prices, in a neighbourhood setting. By improving our theatre and launching this kind of programme we are meeting a definite need in Victoria—the need for an intimate, well-equipped, 250-seat alternate theatre space."

The Belfry Cultural Centre is already booking into February, with a fully-scheduled Children's Programme and several music groups. Of particular interest to UVic students is the performance on January 30-31 of *Fanshen*, by Tamahnous, a Vancouver company. Based on the book by David Hinton, *Fanshen* is a documentary of revolution in a Chinese village.

One February 1st and 2nd, Belfry Cultural Centre hosts the *Pied Pumpkin*, a strong ensemble. The acoustics of the old sanctuary seem perfect, and hopefully many more such groups will be scheduled in this setting.

In the meantime, for those who would like to participate in the Open House, one of the scheduled events is a whistling contest. The contest is open to all, and you can phone the Centre (385-6815) or go in to arrange an audition.

Canada's best whistler, Bernie Smith of Vancouver, will be judging the contest. There has recently been a film made on Bernie by the National Film Board, and he will demonstrate his own whistling skills after judging the contest.

The Open House next Saturday offers a wide variety of events and a good opportunity for the performing arts and the public to get acquainted with Belfry Cultural Centre.

PRESENTS:

J.C.

Tuesday
Jan. 27/76 8:00 p.m.

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• Christian Book Room
• Leslie's Christian Supply

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"THE FASTEST ESCAPE FROM THE HOLIDAY BLAHS
THAT HOLLYWOOD IS OFFERING THIS SEASON."**

— RICHARD SCHICKEL, TIME MAGAZINE

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Mat - Fri. - Sat. - Sun.
1:30 - 3:00 - 5:00
Nightly 7:10 - 9:10

SKIING WEEKEND



Saturday Feb. 7, Sunday Feb. 8

Package Includes:

Accommodation

- Saturday night is spent at Forbidden Plateau Lodge.
- Bring your own sleeping bag; sleeping is dorm style.
- Accommodation includes Saturday night dinner and Sunday morning breakfast.

Transportation

- Bus leaves U.Vic. S.U.B. at 6:00 a.m. Saturday, February 7, and returns Sunday evening.

Equipment

- Skis, boots, and poles are included. (Please indicate approximate size on application form.) If you wish to provide your own equipment, \$10.00 will be deducted from package price.

Instruction

- Supervisor: Ken Brown and four instructors. Classes will be divided into groups of 10 according to ability level.
- A one hour "dry land" session Thursday, February 5 in McKinnon 151 at 7:30 to 8:30 p.m. (Get acquainted session, feature film, information on equipment and technique, question and answer session.)
- Three 2 hour periods of snow instruction.
- A 3 hour Cross Country tour Sunday afternoon.
- Showing of ski films on the mountain at lunch time.

Total Package cost: \$45.00 per person.

Package is open to all A.M.S. fee paying students, and faculty and staff holding Activity Cards. Spouses holding family memberships are eligible if space is available after February 2.

Registration is on a first come, first served basis. Payment **MUST** accompany registration. There will be **NO REFUNDS** after Wednesday, February 4.

Register in person at McKinnon 121.

INTRAMURAL LEAGUES

ATHLETICS & RECREATION

Everybody welcome- faculty, students, staff.
Gather together a group of friends and form a team.

Co-ed Volleyball:

League Starts: January 22
Thursdays 7:30 - 10:30 p.m.
Sign up by: January 16

Innertube Water Polo:

League Starts: January 20
Tuesdays 7:30 - 9:30 p.m.
Sign up by: January 16

Men's Basketball:

League Starts: January 28
Wednesdays 7:30 - 10:30 p.m.
Sign up by: January 23

Floor Hockey:

League Starts: February 2
Mondays 7:30 - 10:30 p.m.
Sign up by: January 30

Women's Basketball:

League Starts: January 28
Wednesdays 7:30 - 10:30 p.m.
Sign up by: January 23

ENTRY FORMS AVAILABLE MCKINNON AND SUB.
ALL ENTRIES MUST BE IN TO MCKINNON RM. 121 BY 4:30 FRIDAY



Coward is coming

Bastion Theatre presents Victoria with a sure fire, January blues dispeller--Noel Coward's "Present Laughter". Directed by Edwin Stephenson, the Coward play will run January 23 through 31 at the McPherson Playhouse.

The play is vintage Coward, featuring a middle-aged matinee idol, Garry Essendine, (Kenneth Dight), his warm, sensible wife, Liz, (Irena Mayeska) and his wonderfully down-to-earth secretary, Monica Reed (Maggie Askey).

The play whirls around

complicated love affairs, femme fatales and irate husbands, all marked with the impeccable Coward style. Yet beneath the tinsel and glitter, the pure, clean humanity that raises Coward above the merely clever shines through.

The production will be designed by Ed Kotanen, whose work was seen last season in "The Fourposter" and "The Fantasticks". In keeping with the mood of the play, the set will be cool and slightly stylized with a very specific 'Thirties' air.

Susan Jacks: femme fatale

By A. Dean Cloutier

Susan Jacks: A Disgusting Performance Susan Jacks, oh queen of the poppy seeds, femme fatale, Peppermint patty, and crooner maximus opus. After your Thursday night concert-- how do you disgust me?? Let me count the ways...

Firstly, I do not like being ripped off surreptitiously. I don't mind being ripped off with a kiss, but singing only nine songs? Isn't it more than just a little on the cheapy side of professional avenue?

Then there's the matter of five itinerant turkey troubadours. This looby back-up group must have been (Judging from their smooth features) slithered out from that molten ball of putty in the center of the earth. They did, look and act like they just got out of the Awkward Shop in Madame Tussaud, from the fifth floor. And play! They sounded as though they just got flicked out of a 1965 Coffee House, in a little town near Moosegroun, Saskatchewan.

The unprofessional tricks, yes, yes, those two dozen or so little write-offs. Like sending poor ole C.B. Victoria (????) out to spitte away for 45 minutes -- talking very much like Elton John -- and singing very much like a well trained water loon, who not just too incidentally swallowed an excess of water.

Oh and what about their

The second biannual Canadian Festival of Youth Orchestras will be held January 27 to February 6 at the Banff Centre, School of Fine Arts, in Banff, Alberta. 450 musicians between the ages of 10 and 24 from all areas of Canada will participate in a unique training and inspirational experience.

Orchestras taking part will come from Vancouver, Calgary, Edmonton, Sault Ste. Marie, Saint John, New Brunswick and Joliette, Quebec. "As a result of the attendance of this contingent from French Canada," says Festival Coordinator Brian Duclos, "the Festival will become a more truly national event." All concerts will be recorded for public broadcast and recognition is being extended through national radio and television coverage. According to Festival President, Neil Armstrong, "This growing public awareness augers well for the continuing development and expansion of the community youth orchestra movement in Canada."

Each Festival day culminates with a concert; each youth orchestra performs under the combined direction of its regular conductor and one of the guest conductors. Boris Brodt of the Hamilton Philharmonic Orchestra will conduct the Vancouver and Sault Ste. Marie concerts; the New Brunswick and Edmonton Youth Orchestras perform under the baton of Oskar Danon of the Belgrade Opera; and Franz-Paul Decker of the Montreal Symphony Orchestra and Victor Feldbrill of the Toronto Symphony Orchestra take the podium for the Joliette and Calgary concerts respectively. Besides these full orchestra concerts, there will also be performances by youth ensembles and the faculty. Included are solo performances by world-renowned artists Gary Karr on double bass and Lorand Fenyes on violin. Another evening concert, that of Friday, January 30 at 8:30 p.m. in the Banff Centre's Eric Harvie Theatre, will feature the Canadian Brass, a virtuoso quintet that also makes up the brass faculty for the Festival. All concerts except this one are free to the public.

Funding for this unique event has been obtained from the

Canada Council, the Department of the Secretary of State, Alberta Culture, and the cultural affairs departments of the provincial governments of the participating orchestras. A number of corporations and foundations have also made generous contributions. The orchestras themselves provide about 30 per cent of the overall costs of the Festival. Air Canada has

recently become the official carrier for the Canadian Festival of Youth Orchestras.

For further information, please contact:

Mr. Colin A. Beach, Assistant Coordinator, Canadian Festival of Youth Orchestras, The Banff Centre, Banff, Alberta, Telephone: (403) 762-3391 local 379 or 312

CBC music deadlines

Deadlines for two music competitions sponsored by CBC radio and the Canada Council have been extended due to the postal strike.

In order to allow more time to circulate entry forms, these organizations have moved back the dates for entry for the National Competition for Young Composers and the National Radio Competition for Amateur Choirs.

The deadline for the Young Composers event has been changed to January 31, 1976. Entries must be postmarked no later than midnight that date to the Canadian Music Centre in Toronto or Montreal.

Amateur choirs will have until March 31 to submit application forms and a required audition tape to their nearest CBC station. Choirs selected for national radio

broadcast will be scheduled in early fall, and winners announced in late fall, 1976.

Brochures for both events are available from CBC stations or by addressing letters to each competition, care of CBC, Box 500, Station "A", Toronto, Ontario, M5W 1E6.

Hank Williams tribute

A tribute to Hank Williams, Sr., a legendary figure in the annals of country music, will be broadcast on CBC Radio's Country Road, Wednesday, Jan. 28 at 10:30 p.m. EST.

Hank Williams: His Life and Legend, is written by Herschel Fenik, a dedicated Williams fan

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sports

Vikes drop to second, Vikettes unbeaten

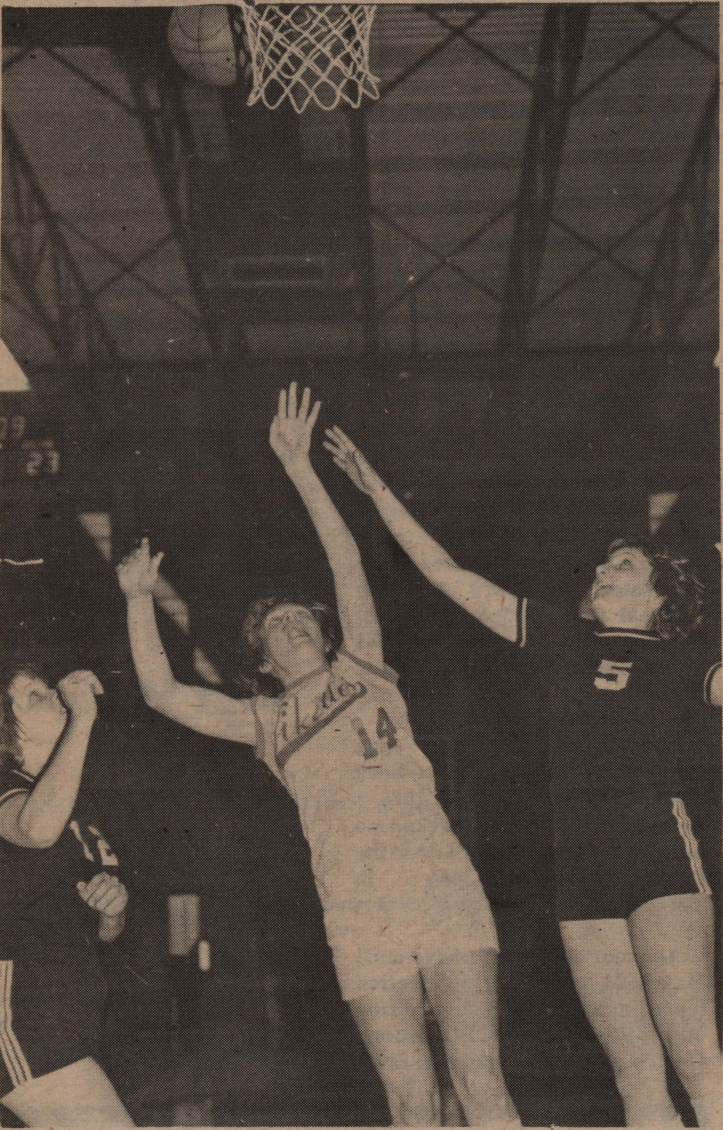


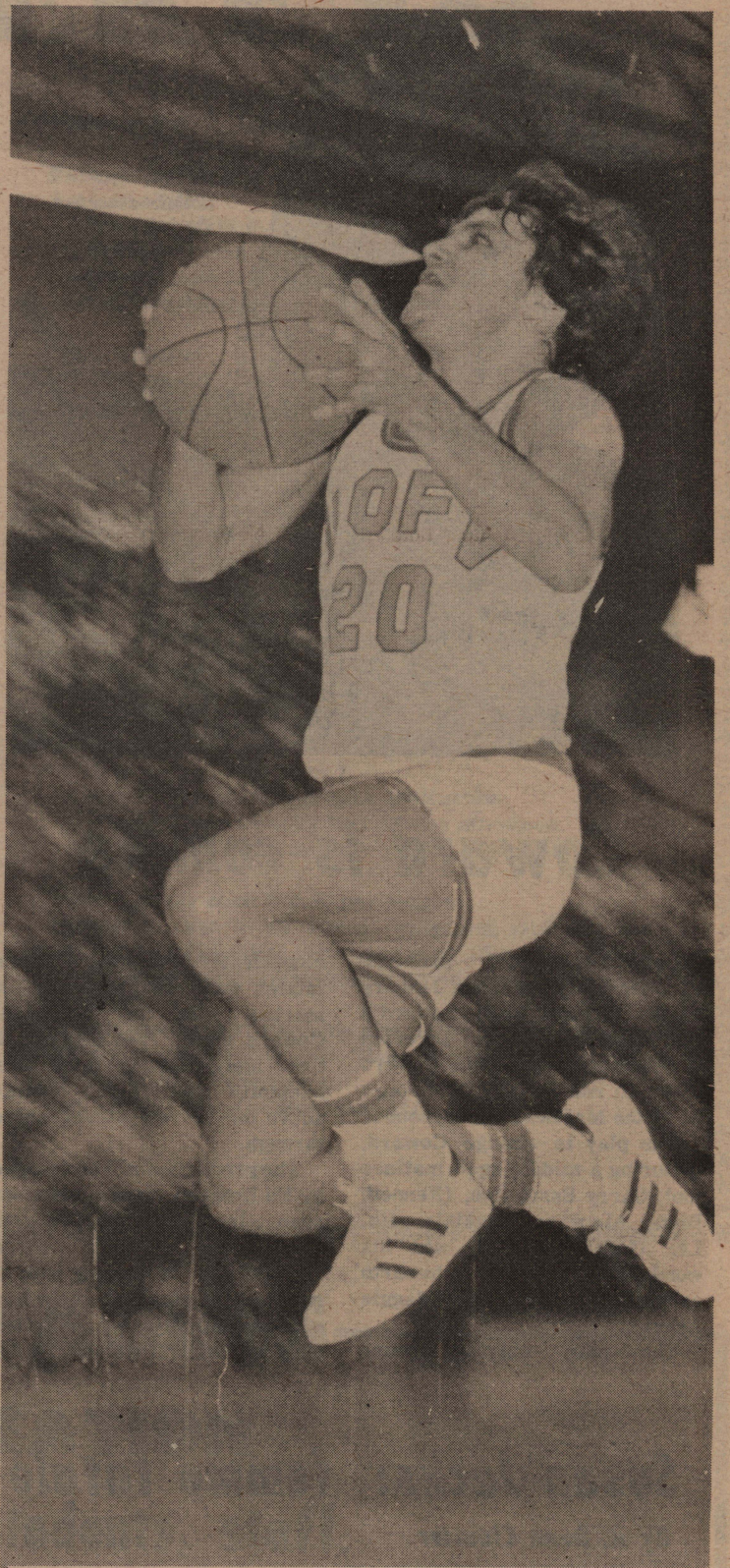
photo by john newcomb

The University of Victoria lost a close game to the Calgary Dinosaurs Saturday night to drop them to second place in Canadian Western Athletic Association basketball. The Vikettes maintained their unbeaten record, easily handling the Dinnies by scores of 76 to 27 on Friday and 67 to 37 on Saturday. the UVic Jayvees also won Friday over London Boxing Club by a 75 to 63 score.

Garry Taylor, UVic coach, was not too worried about the losses. (77 to 53 on Friday.) "I think we can compete with anyone," he said. "The kids here are good, and very keen. They only need some experience." Dinosaurs coach, Gary Howard, agreed. "UVic is as good as any team we have played, including every college back east. They are a very good team and are extremely well coached. We're just very happy to have been able to beat them."

On Friday, Lorne Dakin scored 15 points while Lee Edmondson had 16 points and 12 rebounds. Tom Bishop topped all scorers with 23 points for Calgary, while bringing down 12 rebounds. Teammate Ken Rucken added 18 points and 14 rebounds. Saturday Dakin led everyone with 26 points as Bishop scored 22.

The Vikettes were led Friday by Marg Mainwaring with 21 points, while on Saturday Lorna McHattie and Ronnie Hind each had 12.



Robbie Paris goes up....

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Victoria, B.C.

Rugby Vikes tie Meralomas

The Vikings tied Meralomas (Vancouver) 11-11 last weekend in an Exhibition rugby match played at UVic. The Vike's standoff Rick Couch was injured during the first half and Reg Moore moved from his centre position to take Couch's place. Robert Carere, who had just finished playing for the Norsemen, filled in at wing. Both Moore and Carere adapted well to positions relatively unfamiliar to them. Each scored a try and Moore booted a penalty kick as well. The Vikings will travel to Vancouver this weekend to play the Ravens (UBC

Old Boys). Thursday Jan. 29th they will host Palmerston North Teachers College from New Zealand. The game will begin at 3:00 p.m. at Centennial Stadium.

The Norsemen fared poorly last weekend in a game against Meralomas' IIs. Although no individuals played particularly bad games, the team as a whole lacked consistency and cohesiveness. Simon Churchill and Robert Carere played strong games. Norsemen travel to the mainland this weekend to play the Red Lions Rugby Club.



Andrew Jackson, Ken Wilke, Bob "Psycho" Wright, Gary Grant (l. to r.),

"dogging it" before game against KATS (Vancouver)

Rugby Vikes vs. New Zealand xv

next Thurs. at 3:00 p.m. in Centennial Stadium



photos by john newcomb

Open Squash Tourney

A Men's Open Squash Tournament (softball) will be held in the McKinnon Facilities on Thursday Feb. 5th between 5:30 p.m. and 10:00 p.m. Everyone is assured 2 games and there are prizes for the finalists.

And...not to be outdone--a Women's Open Squash Tournament (hardball) will take place in the aforementioned facilities on Saturday morning Feb. 7th commencing at 10:15 a.m. Students, staff and faculty welcome. Enter at the Intramural Office before Jan. 30th. B.Y.O. Balls!



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**SPORTSWORLD
HILLSIDE MALL**

from page 8

"The reliability of Canadian university standards, a consequence of the development of 10 university systems each with 50 percent of their costs borne by Ottawa, carries with it a danger of insufficient diversity and insufficient concentration of resources to produce true centres of excellence."

In general, AUCC says there is a tendency for provincial governments to duplicate resources, resulting in several mediocre quality institutions. It points out, as an example, the difficulty of having Asian Studies programs in every province.

But the association is believed to be afraid that any change the government makes now in a funding arrangement might cost the universities money, so Oliver is expected to ask Trudeau not to do anything major for the next two years.

CAUT WANTS HIGHER TUITION

Meanwhile, CAUT takes a bolder stand, insisting that provincial governments be bypassed and funds be provided directly to the universities from Ottawa.

CAUT in its brief goes beyond the request for direct federal aid for university operating expenses. It says students should be required to pay higher fees.

CAUT claims costs of running universities have increased greatly in recent years while tuition fees remain stable.

"We conclude that the fee component should, at a minimum, remain stable in the mix of financial resources, and this implies annual cost-of-living adjustments to the fee component. To this extent, we support increased students fees..."

The CAUT position parallels that of a secretive federal-provincial task force on student aid, which has been working since June 1974 on a program to amend the Canada Student Loans Act.

The task force has been considering a large-scale change of the loan system, which would force students to pay a much greater percentage of their education costs, and repay the government with increased loan obligations.

Students have been excluded from participating directly in the task-force decision-making, even though they are the people who will be most affected by the decisions.

Students also are being excluded from the debate on the Fiscal Arrangements Act.

NUS POLICIES WITHOUT PROGRAM

An official in the secretary of state department, which administers the act, said policy officials consider submissions from AUCC and CAUT important in forming their own recommendations to their minister, Hugh Faulkner.

He neglected to mention the National Union of Students.

When asked about the omission, the official noted that "NUS represents a lot less than 100 percent of students in Canada." He later clarified his remarks by saying NUS has made a submission to his department and that the submission is being considered.

NUS executive secretary Dan O'Connor admitted the organization hasn't pursued with maximum vigour its presentations on the Fiscal Arrangements Act, pointing out the organization's executive has

been occupied with the student loan plan controversies.

The NUS recommendations, sent to the secretary of state department without detailed explanations, include the organization's insistence that tuition fees be abolished.

NUS asks that "tuition fees not be considered part of the financial sources for post-secondary education and that the fiscal transfers be conditional on the abolition of tuition fees."

NUS also approved motions asking that all moneys granted to provinces through the act should be used for post secondary education, and joined with CAUT and the AUCC in asking the 15 percent annual limit on funding increases be eliminated.

UPHILL BATTLE WITH HIGH STAKES

But NUS faces an uphill battle in getting its points across.

Both the AUCC and CAUT want the federal government to take a greater role in post-secondary policy making. That is appealing to the federal government, which might see an opportunity to get

some tangible political returns for the money it spends.

It may also result in a constitutional battle between the provincial and federal governments, since the British North America Act clearly specifies the provinces have jurisdiction over education.

But while the provinces and the federal government have the resources to press their self-interests, the position of students and the NUS is less than perfect.

The proposal by CAUT that students be required to pay greater tuition fees has obvious appeal to the provinces and federal government. The AUCC also is believed to support increased tuition fees, although it has not yet mustered the courage to state its opinion publicly.

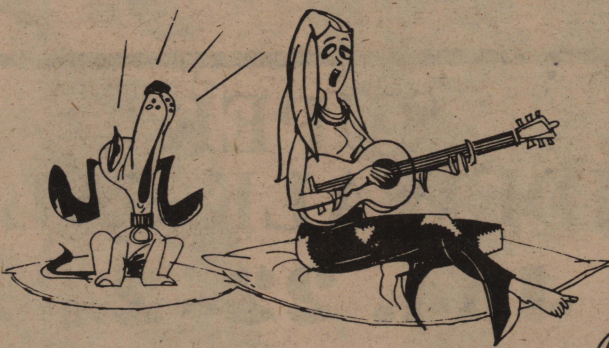
And NUS so far has been unable to mobilize enough support to convince the federal and provincial bureaucrats, of the merits of its position.

It remains to be seen what that failure will mean for students' pocketbooks and accessibility to post-secondary education.

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National News

New draft for Yanks?

WASHINGTON (GUARDIAN-CUP) — According to recent news reports, mass military draft registration for 1976 will soon be announced, effectively bringing back the American Selective Service system.

Although the authority of the American president to draft people into the armed forces was allowed to lapse at the end of 1973, Selective Service officials have been quietly working up an ominous new plan.

On a certain day in March, soon to be announced, a mandatory mass draft registration will be conducted for all males between the ages of 18 and 26. The one day mass registration will be repeated annually.

While there are no immediate plans for induction of the people registered, they will constitute a "stand by" draft ready to be mobilized by Selective Service should some "national emergency" occur.

Activist released

NEW YORK (ZNS-CUP) — New York prison inmate activist Martin Sostre has been granted executive clemency by New York Governor Hugh Carey - and is expected to be released from prison before the end of January. Sostre is a 52 year old black

Puerto Rican who operated a revolutionary book store in Buffalo, New York, in 1967 when he was arrested on drug charges.

He was convicted by an all-white jury and sentenced to at least 30 to 40 years in prison. In 1973, the major prosecution witness against him, a man named Arto Williams, recanted his testimony which sent Sostre to prison.

Despite Williams new statements, the New York courts have refused to order a new trial for Sostre.

While serving in prison, Sostre became a leading jailhouse lawyer and won several major legal victories - including a \$13,000 judgement against a warden for illegally locking Sostre in solitary confinement. Another Sostre suit was responsible for outlawing rectal searches of inmates by prison guards in New York prisons.

Sostre is expected to be set free within the next two to three weeks after Carey's clemency order reaches the parole board.

Sostre has already accepted a job, following his release, with a New York assemblywoman as a special legislative assistant. He also says he plans to open a new revolutionary book store, this one in New York City.

SPECIAL LUNCH

FRI JAN. 23

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Calendar Listings must be into the Martlet office by Monday at noon for publication in Thursday's paper. They must be typewritten.

THURSDAY, JAN. 22

Classical Assoc. lecture. A.J. Podleck: on "Themistocles and the Cult of Personality in Athenian Politics." 8:00 p.m. in Cor. 108.

Women's Action Group Meeting. Craigdarroch 203. 12:30.

FRIDAY, JAN 23

Trinity Club presents a film, "six hundred and sixty six." 7:30 p.m. Elliot.

Student's Retreat, sponsored by Chaplain's Office. Weekend, Jan. 23 - 25 at Camp Pringle, Shawnigan Lake. \$6.00 per student, all inclusive. Register: Chaplains Office, 103 Lansdown.

Grad Students' Society, General Meeting. Important to meet quorum of 75 students. PLEASE come! 2:00 p.m. SUB upper lounge.

Party in Commons Block Gold Room for those interested in the Women's Action Group. 8 p.m.

SUNDAY, JAN. 25

Outdoors Club trip to Mt. Tzouhalem. Sunday 9:00 a.m. at SUB. For info. call Liz - 658-5894.

MONDAY, JANUARY 26

Dept. of Music Recital. Lanny Pollet, flautist. 8:00 p.m. MAC 144.

TUESDAY, JAN. 27

The very Rev. Remi de Roo speaks on "Religion Today" at 2:30 in Corn. 163.

J.C. Power Outlet at Vic High School, 1260 Grant St. Tickets at SUB office. \$3.00 per seat. 8 p.m.

Recreational Folkdancing. Tuesday 8 p.m. McKinnon Dance Studio - All Welcome!

THURSDAY, JAN. 29

"Subliminal Seduction of the Innocent" An illustrated lecture on the hidden meanings in illustrations in childrens' books. Sponsored by Education Students' Association. 12:30 Mac 144.

Women's Action Group in Craigdarroch 203. 12:30 - 2:30.

Unclassified

As of this issue, the Martlet will no longer accept unclassified ads unless they are typewritten. Typewriters are available in the newsroom.

For sale: Fujica 701 Camera. \$140. Call Fred 658-5173.

FOR SALE: Electra BD 2000 Turntable. Includes Empire 2000 E-II Cartridge. \$110.00 Firm. See Sid Rm. 216 DT (Craig. Res.) Ph. 477-6981.

Urgent! Working female to share 2 bedroom apt. with same. Notify Jody: 382-2097 by February 1st. Call after 6 p.m. please.

WINTER RATE on Muller 20' Hang Glider. 3.8 oz. dacron sail; brand new tubing (flown once); zipper bag; lessons available. Worth \$700, going cheap for \$450 - MUST SELL! Call Barb 385-7848 - be persistent.

For Sale: Kayak - Pioneer Model, paddle and life vest. Phone 385-3250.

WANTED TO BUY: Men's or Ladies' 10 speed. Phone 477-1464 (Jane) - leave a message.

Student seeks one bedroom apartment for Feb. 15 occupancy. Will pay up to \$150. 382-7419 (Kirpal).

ROOM TO RENT in three bedroom house. \$80 plus one third of utilities. Near Jubilee Hospital (on bus route). Need your own bedroom furniture. Phone 592-2238. Available immediately.

FOUND: 3 books in Coronet Bldg. Contact Rolland - 384-8675.

WANTED: responsible person to take over care of furnished house and two cats from May 10 to June 20. Could possibly be extended for entire summer session. Rent negotiable. Ph. 6523249.

Male subjects needed for short Psychology experiment (not more than 1 hour). Will pay \$3. Sign up on door of room number 69 in basement of Cornett (southwest wing) or call Ron at 388-5278 between 6 p.m. & midnight.

FOR SALE: 74 model yellow Nordica Astrol Pro (\$195.00 new) Ski Boots \$90. Head 260 skis (205 cm.) with Marker Bindings. \$80.00. Boots and Skis - \$150.00. Ph. 598-3567. Ask about Ski equipment.

1968 Austin 1800, 4 Door, 4 Spd. Very good condition, \$800.00. Ph. 652-2966.

Will the person who helped to lighten my load by relieving me of my wallet on your last excursion to the library periodical section please return it to the Martlet news room. I needed the extra weight to keep me from blowing away. If it is at all possible could you also return the I.D. Some of it has sentimental value and the rest I need to procure employment for the summer.

LOST in SUB Saturday night: an essential copy of PEACE by Gene Wolfe. Please return to Cinecenta office.

LOST: Two orange negative sleeves. Reward. Olak, Visual Art Dept.

MUST SELL: '71 Vauxhall 2000 SL 4 dr. 2 litre SOHG 4 cyl, 4 speed, 33,000 miles, new fuel and water pumps, good tires. Tested to Sept. '76. Excellent condition, must sell due to poverty. \$1200 595-6301.

Two rooms for Rent in three bedroom shared house, walking distance to University. Large house with two living rooms, fireplace etc. Fully furnished kitchen, etc. Rent: \$100 a month. Please phone 477-0379 around supper

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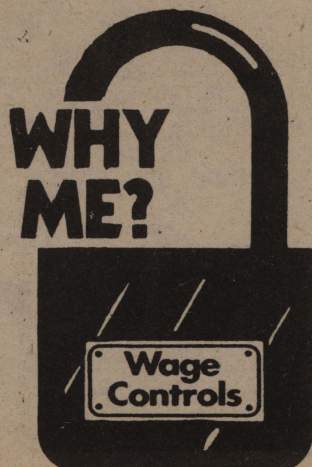


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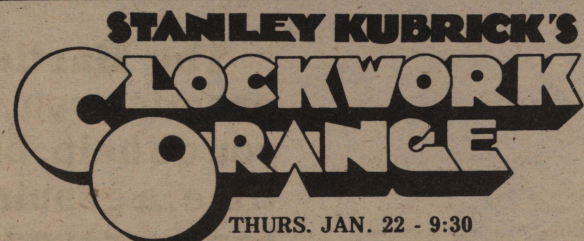
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SUN. JAN. 25 - 2:00, 7:00, 9:15 \$1.25

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The Martlet needs your help! Badly. We can't promise you true love or mystical experiences if you do help, but we can assure you of a damn good time, a genuine learning experience and a chance to hang around with hardened news-hounds. We desperately need folks interested in reviewing plays, films, concerts, books or riots; people interested in designing and laying out pages and writing headlines; people who want to point a camera around and develop their own pictures. But most of all The Martlet needs people who want to report the news. News-hounds who'll dig out the poop on the scoop, blat out the drek and stop the presses — no mean task, since they're in Port Alberni.... In return we offer seminars on news writing with professional journalists, a place to have your first, faltering (or damned professional) attempts printed, and, if you're so inclined, experience for a job on a commercial newspaper someday. Or if you just have something to get off your chest, The Martlet's a good place to do it. So please come out and help us. Drop into the Martlet office in the SUB, give us a call or come to our regular staff meetings Fridays at 3:30 p.m. in the newsroom. We need you.

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